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Exemplars

Grade 9

English

Samples of Student Work: A Resource for Teachers

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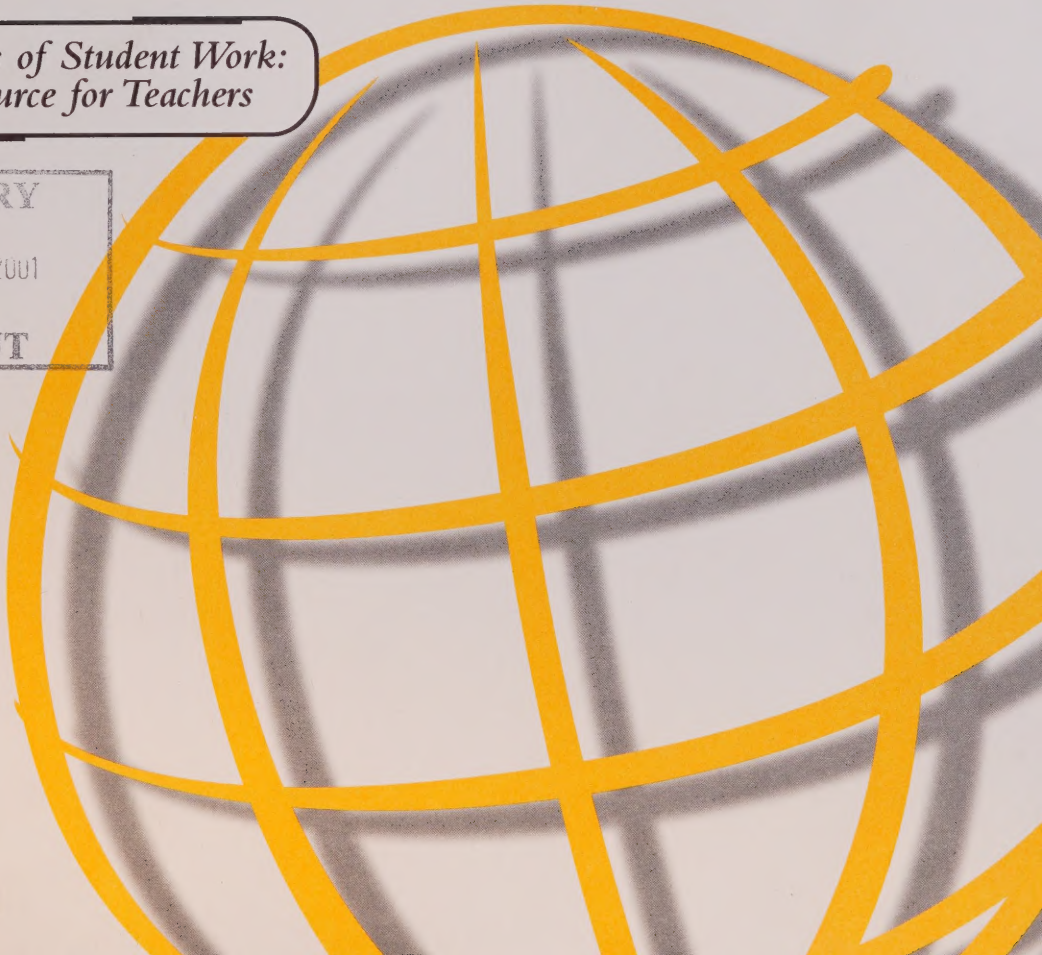

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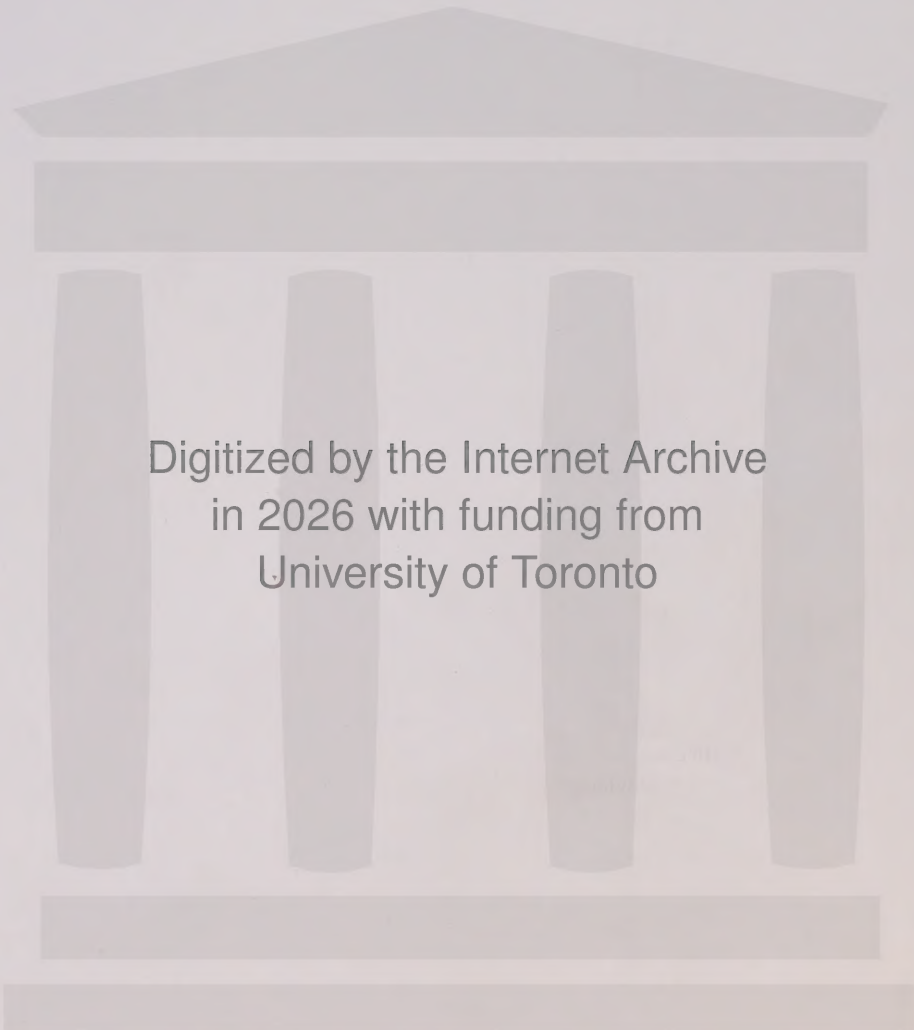
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http://www.edu.gov.on.ca.

Introduction

In 1999, the Ministry of Education published a new curriculum for Ontario secondary school students in Grades 9 and 10. The new curriculum is more specific than previous curricula with respect to both the knowledge and the skills that students are expected to develop and demonstrate in each grade. In the curriculum policy document for each discipline, teachers are provided with the curriculum expectations for each course within the discipline and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work.

The document entitled *The Ontario Curriculum, Grades 9–12: Program Planning and Assessment, 2000* states that "assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline" (p. 13). The document also states that the ministry is providing a variety of materials to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement. The present document is one of the resources intended to provide assistance to teachers in their assessment of student achievement. It contains samples ("exemplars") of student work at each level of achievement.

Ontario school boards were invited by the ministry to participate in the development of exemplars. Forty-seven district school boards responded to this invitation. Teams of subject specialists from across the province were involved in developing the assessment materials. They designed the performance tasks and scoring scales ("rubrics") based on selected Ontario curriculum expectations, field-tested them in classrooms, suggested changes, administered the final tasks, marked the student work, and selected the exemplars used in this document. During each stage of the process, external validation teams reviewed the subject material to ensure that it reflected the expectations in the curriculum and that it was accessible to and appropriate for all students. Ministry staff who had been involved in the development of the curriculum policy documents also reviewed the tasks, rubrics, and exemplars.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the project. No students, teachers, or schools have been identified.

The procedures followed during the development and implementation of this project will serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students' learning.

The samples in this document will provide parents[1] with examples of student work to help them monitor their children's progress. They also provide a basis for communication with teachers.

Use of the exemplar materials will be supported initially through provincial in-service training. A variety of additional opportunities (e.g., discipline- or subject-specific workshops and summer institutes) will be available to secondary school teachers to support the use of the exemplars.

Purpose of This Document

This document was developed to:

- show the characteristics of student work at each of the four levels of achievement for Grade 9;
- promote greater consistency in the assessment of student work across the province;
- provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work in response to clearly defined assessment tasks;
- show the connections between what students are expected to learn (the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

Teachers, parents, and students should examine the student samples in this document and consider them along with the information in the Teacher's Notes and Comments/Next Steps sections. They are encouraged to examine the samples in order to develop an understanding of the characteristics of work at each level of achievement in Grade 9 and the ways in which the levels of achievement reflect a progression in the quality of knowledge and skills demonstrated by the student.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment methods and strategies in evaluating student achievement in a course over a term or school year.

Features of This Document

This document contains the following:

- a description of each performance task, as well as the curriculum expectations related to the task
- the task-specific assessment chart, or rubric
- two samples of student work for each of the four levels of achievement
- Teacher's Notes, which provide some details on the level of achievement for each sample
- Comments/Next Steps, which offer suggestions for improving achievement
- the Teacher Package that was used by teachers in administering the task

It should be noted that *each sample* for a specific level of achievement represents the characteristics of work at that level of achievement.

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1. In this document, *parent(s)* refers to parent(s) and guardian(s).

The Tasks

The performance tasks for English were based directly on curriculum expectations selected from the Grade 9 courses in the policy document for English. The tasks encompassed the four categories of knowledge and skills (i.e., Knowledge/Understanding, Thinking/Inquiry, Communication, and Application), requiring students to integrate their knowledge and skills in meaningful learning experiences. The tasks gave students an opportunity to demonstrate not only how well they had learned to use the required knowledge and skills in one context, but how well they could use their knowledge and skills in another context.

Teachers were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubrics) to the students before they began the assignment (for the rubrics, see pages 14 and 50).

The Rubrics

In this document, the term *rubric* refers to a scoring scale that consists of a set of achievement criteria and descriptions of the levels of achievement for a particular task. The scale is used to assess students' work; this assessment is intended to help students improve their performance level. The rubric identifies key criteria by which students' work is to be assessed, and it provides descriptions that indicate the degree to which the key criteria have been met. The teacher uses the descriptions of the different levels of achievement given in the rubric to assess student achievement on a particular task.

The rubric for a specific performance task is intended to provide teachers and students with an overview of the expected final product with regard to the knowledge and skills being assessed as a whole.

The achievement chart in the curriculum policy document for English provides a standard province-wide tool for teachers to use in assessing and evaluating their students' achievement over a period of time. While the chart is broad in scope and general in nature, it provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The descriptions associated with each level of achievement serve as a guide for gathering and tracking assessment information, enabling teachers to make consistent judgements about the quality of student work while providing clear and specific feedback to students and parents.

For the purposes of the exemplar project, a single rubric was developed for a performance task in each course. This task-specific rubric was developed in relation to the achievement chart in the curriculum policy document.

The differences between the achievement chart and the task-specific rubric may be summarized as follows:

- The achievement chart contains broad descriptions of achievement. Teachers use it to assess student achievement over time, making a summative evaluation that is based on the total body of evidence gathered through using a variety of assessment methods and strategies.

– The rubric contains criteria and descriptions of achievement that relate to a specific task. The rubric uses some terms that are similar to those in the achievement chart but focuses on aspects of the specific task. Teachers use the rubric to assess student achievement on a single task.

The rubric contains the following components:

– an identification (by number) of the expectations on which student achievement in the task was assessed
– the four categories of knowledge and skills
– the relevant criteria for evaluating performance of the task
– descriptions of student performance at the four levels of achievement (level 3 on the achievement chart is considered to be the provincial standard)

As stated earlier, the focus of performance assessment using a rubric is to improve students' learning. In order to improve their work, students need to be provided with useful feedback. Students find that feedback on the strengths of their achievement and on areas in need of improvement is more helpful when the specific category of knowledge or skills is identified and specific suggestions are provided than when they receive only an overall mark or general comments. Student achievement should be considered in relation to the criteria for assessment stated in the rubric for each category, and feedback should be provided for each category. Through the use of a rubric, students' strengths and weaknesses are identified and this information can then be used as a basis for planning the next steps for learning. In this document, the Teacher's Notes section indicates the reasons for assessing a student's performance at a specific level of achievement, and the Comments/Next Steps section indicates suggestions for improvement.

In the exemplar project, a single rubric encompassing the four categories of knowledge and skills was used to provide an effective means of assessing the particular level of student performance in the performance task, to allow for consistent scoring of student performance, and to provide information to students on how to improve their work. However, in the classroom, teachers may find it helpful to make use of additional rubrics if they need to assess student achievement on a specific task in greater detail for one or more of the four categories. For example, it may be desirable in evaluating an oral report to use one rubric for assessing the content (Knowledge/Understanding), one for the research (Thinking/Inquiry), one for the writing (Communication), and one for the delivery of the oral presentation itself (Application).

The rubrics for the tasks in the exemplar project are similar to the scales used by the Education Quality and Accountability Office (EQAO) for the Grade 3, Grade 6, and Grade 9 provincial assessments in that both the rubrics and the EQAO scales are based on the Ontario curriculum expectations and the achievement charts. The rubrics differ from the EQAO scales in that they were developed to be used only in the context of classroom instruction to assess achievement in a particular assignment in a course.

Although rubrics were used effectively in this exemplar project to assess responses related to the performance tasks, they are only one way of assessing student achievement. Other means of assessing achievement include observational checklists, tests, marking schemes, or portfolios. Teachers may make use of rubrics to assess students'

achievement on, for example, essays, reports, exhibitions, debates, conferences, interviews, oral presentations, recitals, two- and three-dimensional representations, journals or logs, and research projects.

Development of the Tasks

The performance tasks for the exemplar project were developed by teams of subject specialists in the following way:

- The teams selected a cluster of curriculum expectations that focused on the knowledge and skills in the course that are considered to be of central importance in the subject. Teams were encouraged to select a manageable number of expectations to enable teachers to focus their feedback to students. The particular selection of expectations ensured that all students in the course would have the opportunity to demonstrate their knowledge and skills in each category of the achievement chart in the curriculum policy document for the subject. Different tasks were developed for the academic courses and applied courses.
- For each course, the teams drafted two tasks that would encompass all of the selected expectations and that could be used to assess the work of all students in the course. (Only one of these tasks would eventually be used for the final administration of the task.)
- The teams established clear, appropriate, and concrete criteria for assessment, and wrote the descriptions for each level of achievement in the task-specific rubric, using the achievement chart for the subject as a guide.
- The teams prepared detailed instructions for both teachers and students participating in the assessment project.
- The two tasks were field-tested in classrooms across the province – one in the fall of 1999, the other in the winter of 2000 – by teachers who had volunteered to participate in the field test. Student work was scored by teams of teachers of the subject. In addition, classroom teachers, students, and board contacts provided feedback on the task itself and on the instructions that accompanied the task. Suggestions for improvement were taken into consideration in the revision of the tasks, and the feedback helped to determine which of the two tasks would actually be used for the final administration of the tasks in May 2000.

In developing the tasks, the teams ensured that the resources needed for completing the task – that is, all worksheets and support materials – were provided. It was also suggested that students could consult the teacher-librarian at the school about additional print and electronic materials.

Prior to both the field tests and the final administration of the tasks, a team of validators – including research specialists, gender and equity specialists, and subject experts – reviewed the instructions in the teacher and student packages, making further suggestions for improvement.

Assessment and Selection of the Samples

After the final administration of the tasks, student work was scored by trained board personnel. The student samples were then forwarded to the ministry, where a team of teachers from across the province, who had been trained by the ministry to assess achievement on the tasks, scored and selected the student samples that would serve as the exemplars for each level of achievement.

The rubrics were the primary tool used to evaluate student work at both the district school board level and the provincial level. The samples that appear in this document were selected in the following way:

- At the district school board level, after some training was provided, teachers of the subject evaluated and discussed the student work until they were able to reach a consensus regarding the level to be assigned for achievement in each category. This evaluation was done to ensure that the student work being selected clearly illustrated that level of performance.
- Student work was then sorted into two groups: (1) work that demonstrated the same level of achievement in all four categories; and (2) work that demonstrated achievement at more than one level over the four categories.
- All the samples were submitted to a provincial selection team of teachers, who re-scored and validated the samples of work that demonstrated the same level of achievement in all four categories, and chose, through consensus, two samples that best represented the characteristics of work at that level.

The following points should be noted:

- Two samples of student work are included for each of the four achievement levels in each subject for which there is written work. The use of two samples is intended to show that the characteristics of an achievement level can be exemplified in different ways.
- Although the samples of student work in this document were selected to show a level of achievement that was largely consistent in the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application, teachers using rubrics to assess student work will notice that students' achievement frequently varies across the categories (e.g., a student may be achieving at level 3 in Knowledge/Understanding but at level 4 in Communication).
- Although the student samples show responses to most questions, students achieving at level 1 and level 2 will often omit answers or will provide incomplete responses or incomplete demonstrations.
- Students' effort was not evaluated. Effort is evaluated separately by teachers as part of the "learning skills" component of the Provincial Report Card.
- This document does not include any student samples that were assessed using the rubrics and judged to be below level 1. (Work judged to be below level 1 is work on which a student achieves a mark of less than 50%. A student whose overall achievement at the end of a course is below 50% will not obtain a credit for the course.) Teachers are expected to work with students whose achievement is below level 1, as well as with their parents, to help the students improve their performance.

Use of the Student Samples

Teachers and Administrators

The samples of student work included in this document will help teachers and administrators by:

- providing student samples and criteria for assessment that will enable them to help students improve their achievement;
- providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
- facilitating communication with parents regarding the curriculum expectations and levels of achievement for each subject or course;
- promoting fair and consistent assessment within subjects and courses.

Teachers may choose to:

- use the teaching/learning activities outlined in the performance tasks;
- use the performance tasks and rubrics in this document in designing comparable performance tasks;
- use the samples of student work at each level as reference points when assessing student work;
- use the rubrics to clarify what is expected of the students and to discuss the criteria and standards for high-quality performance;
- review the samples of work with students and discuss how the performances reflect the levels of achievement;
- adapt the language of the rubrics to make it more "student friendly";
- develop other assessment rubrics with colleagues and students;
- help students describe their own strengths and weaknesses and plan their next steps for learning;
- share student work with colleagues for consensus marking;
- partner with other schools to design tasks and rubrics, and to select samples for other performance tasks and other subject areas.

Administrators may choose to:

- encourage and facilitate teacher collaboration regarding standards and assessment;
- provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
- establish an external reference point for schools in planning student programs and for school improvement;
- facilitate sessions for parents and school councils using this document as a basis for discussion of curriculum expectations, levels of achievement, and standards;
- participate in future exemplar projects within their district school boards or with the Ministry of Education.

Parents

The performance tasks in this document exemplify a range of meaningful and relevant learning activities related to the curriculum expectations for Grade 9 English courses. In addition, this document invites the involvement and support of parents as they work with their children to improve their achievement. Parents may use the samples of student work and the rubrics as:

- resources to help them understand the levels of achievement;
- models to help monitor their children's progress from level to level;
- a basis for communication with teachers about their children's achievement;
- a source of information to help their children monitor achievement and improve their performance;
- models to illustrate the application of the levels of achievement.

Students

Students are asked to participate in performance assessments in all curriculum areas. When students are given clear expectations for learning, clear criteria for assessment, and immediate and helpful feedback, their performance improves. Students' performance improves as they are encouraged to take responsibility for their own achievement and to reflect on their own progress and "next steps".

It is anticipated that the contents of this document will help students in the following ways:

- Students will be introduced to a model of one type of task that will be used to assess their learning, and will discover how rubrics can be used to improve their product or performance on an assessment task.
- The performance tasks and the exemplars will help clarify the curriculum expectations for learning.
- The rubrics and the information given in the Teacher's Notes section will help clarify the assessment criteria.
- The information given under Comments/Next Steps will support the improvement of achievement by focusing attention on two or three suggestions for improvement.
- With an increased awareness of the performance tasks and rubrics, students will be more likely to communicate effectively about their achievement with their teachers and parents, and to ask relevant questions about their own progress.
- Students can use the criteria and the range of student samples to help them see the differences in the levels of achievement. By analysing and discussing these differences, students will gain an understanding of ways in which they can assess their own responses and performances in related assignments and identify the qualities needed to improve their achievement.

English Academic

A Supported Opinion Essay on Conflict

The Task

Students were required to produce a written supported opinion essay about a conflict that they believe might affect their future. They were to identify an audience that they believe needs to learn about the conflict. The purpose for writing was to persuade the intended audience to accept the expressed opinion. The essay was to consider the causes and consequences of the conflict and/or an effective solution to it and to include supporting evidence drawn from a variety of sources.

To self-monitor their work, students were encouraged to participate in prewriting activities and to use feedback from peers and teachers.

Worksheets were provided to help students review the stages of the writing process and review different types of evidence. Copies of the worksheets are included in the Teacher Package, reproduced on pages 39–45 of this document.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from three strands: Literature Studies and Reading, Writing, and Language.

Students will:

1. provide an introduction, body, and conclusion in written reports and short essays. [The task focused on the short essay.];
2. analyse information, ideas, and elements in texts to make inferences about meaning;
3. use specific evidence from a text to support opinions and judgements;
4. structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
5. use a single controlling idea and connecting words to structure a series of paragraphs;
6. select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
7. edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed on pages 13 and 14 of the curriculum policy document;
8. identify sources of ideas, information, and quotations in writing and independent research projects.

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills relating to the following:

- identifying main ideas and supporting details in literary and informational texts;
- stating an opinion and supporting it with specific evidence from a text;

- making judgements and drawing conclusions about ideas in written materials on the basis of evidence;
- organizing ideas and information in paragraph and essay format;
- using the stages of the writing process;
- using a dictionary and a thesaurus when writing;
- contributing and working constructively in groups;
- comparing their work against task-specific rubrics.

For information on the process used to prepare students for the task, and on the materials and resources required, see the Teacher Package, reproduced on pages 39–45 of this document.

Task Rubric – A Supported Opinion Essay on Conflict

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	**The student:**				
1	– demonstrates knowledge/understanding of the structural elements of essay form (introduction, body, conclusion)	– demonstrates limited knowledge/understanding of the structural elements of the essay form	– demonstrates some knowledge/understanding of the structural elements of the essay form	– demonstrates considerable knowledge/understanding of the structural elements of the essay form	– demonstrates thorough knowledge/understanding of the structural elements of the essay form
Thinking/Inquiry	**The student:**				
2, 3	– analyses the significance of one or more aspects of conflict (causes, consequences, solutions)	– expresses an opinion, giving a superficial and/or sketchy account of the significance of one or more aspects of a conflict	– expresses an opinion, giving a plausible but incomplete account of the significance of one or more aspects of a conflict	– expresses an opinion, giving a perceptive and complete account of the significance of one or more aspects of a conflict	– expresses an opinion, giving a thorough and insightful account of the significance of one or more aspects of a conflict
	– supports an opinion with specific, relevant evidence	– presents evidence that is limited in specificity and relevance	– presents evidence that shows some specificity and relevance	– presents evidence that shows considerable specificity and relevance	– presents evidence that shows extensive specificity and relevance and that is often compelling
Communication	**The student:**				
4, 5, 6	– uses paragraph elements effectively (topic sentence, supporting sentences, connecting words, concluding sentence)	– uses elements with limited effectiveness	– uses elements with some effectiveness	– uses elements with considerable effectiveness	– uses elements with a high degree of effectiveness
	– uses a single controlling idea and effective connecting words	– uses several ideas, and connecting words that are limited in effectiveness	– uses a few ideas, and connecting words that are somewhat effective	– uses a single idea, and connecting words that are generally effective	– uses a single idea, and connecting words that are highly effective
	– uses words/phrases appropriate to the purpose, audience, and style	– uses words/phrases with limited appropriateness	– uses words/phrases with some appropriateness	– uses words/phrases with considerable appropriateness	– uses words/phrases with a high degree of appropriateness

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
	The student:				
7, 8	– uses required language conventions (spelling, punctuation, grammar) accurately and effectively	– uses language conventions with limited accuracy and effectiveness	– uses language conventions with some accuracy and effectiveness	– uses language conventions with considerable accuracy and effectiveness	– uses language conventions with a high degree of accuracy and effectiveness
	– identifies sources of direct and indirect quotations and borrowed ideas and information	– identifies a few sources with limited accuracy	– identifies some sources with some accuracy	– identifies most sources with considerable accuracy	– identifies all or almost all sources with a high degree of accuracy

* The expectations that correspond to the numbers given in this chart are listed on page 12.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

A Supported Opinion Essay on Conflict Level 1, Sample 1

A

Opinion Essay:

Child Labour

As writer of this assignment I would like to consider the consequences of "child labour". Child labour is abuse to children who are working for 18 hours a day and only being payed 13¢ an hour. What are they working for? They are working for greedy, selfish, abusive people that don't have the right to do that to children or anyone. Although the big companies are making a huge profit of the clothing being produced, and are being exploited. Expensive companies such as N[redacted] and A[redacted] that are selling there clothing for at least 60$ a piece. The children should at least be payed minimum wage, and should be able to choose if they want to work at this job at all. People should not be demanded to do this, to put their life on the line if they choose not to. Most of the children that work at these factories are abused if they do their work incorrectly or if they are taking a break. The children hardly get anything to eat.

Another case that I found in a magazine is the abuse greediness of the drug dealers. They buy the children from their families or kid nap them and have them work out in marijuana fields and make them cut down and stomp on them in there bare feet. But the sad thing about it is that after the kids stomp on the stalks, a few weeks later the children's feet fall off because of the chemicals in the marijuana they have a certain poison in it that makes it eat away at the skin. There feet usually fall off within the next month or so. The children are constantly abused and

B

experience guns and violence ever day. That's not something children should experience at all, but some children are exposed to it on a daily basis. When children aren't capable to do what they want to them to do, they will usually shoot them down or torture and kill them.

Overall the point I'm trying to get across to you is that, the victims of "child labour" are abused and are not given the proper rights of the law and it's killing our society. We need to help them and they need to be treated equally just like everyone else.

Teacher's Notes

Knowledge/Understanding

- The writer shows limited knowledge of the structure of the essay (e.g., the beginning identifies a consequence not a conflict; the essay continues with a list of facts).
- The writer attempts to connect the conclusion to the examples given but makes no suggestion for a solution to the conflict.

Thinking/Inquiry

- Information is presented with limited expression of opinion, but the writer does not argue a particular point of view.
- Little evidence is offered to support statements, some of which present questionable "facts" (e.g., "a few weeks later the children's feet fall off").
- A few, simple, undeveloped ideas are presented.

Communication

- The paragraphs are unrelated to the thesis statement.
- Several ideas are listed but with limited attempts to connect them.
- The vocabulary shows a limited understanding of the language appropriate to an opinion essay.
- The conclusion is a statement for which little support has been provided in the body of the essay.

Application

- Incomplete thoughts are presented as sentences.
- Language conventions are used with only limited accuracy, so that the meaning is often unclear.
- Sources are not identified.

Comments/Next Steps

- The student should review the conventions of essay structure and focus more accurately on the purpose of the task.
- The student should review the conventions of structuring paragraphs and citing sources.
- The student needs to give more attention to making appropriate connections between ideas.
- The student needs to review spelling and grammar, and proofread his or her work for accuracy.

A Supported Opinion Essay on Conflict Level 1, Sample 2

A

Conflict Essay
Kids and Guns
Audience : Parents who own guns and the government.

METHOD OF DEATH

School Year	Beating Kicking	Hanging	Heart Attack	Jump	Shooting	Stab Slashing	Strangling Asphyxiation	Unknown
1992-93	0	0	0	1	43	10	0	0
1993-94	1	1	0	0	39	7	2	1
1994-95	2	0	0	0	15	3	0	0
1995-96	1	0	0	0	28	8	0	0
1996-97	3	0	1	0	15	3	1	2
1997-98	1	0	0	0	35	6	1	0
1998-99	3	0	0	0	23	1	1	0
1999-00	1	1	0	0	9	0	0	1
Total	12	2	1	1	206	36	5	4

B

Conflict Essay
Kids and Guns
Audience: Parents who own guns and the Government
6/14/2000

" Shootings are the most common cause of violent death in schools"(csgv. pg 1.)

Thirty two thousand deaths a year from gun violence in the States (csgv pg 1.) . Four thousand of them are kids (csgv pg 1.) . Even though there are more deaths caused by guns in the States than in Canada it still effects us here. In the last eight years there have been 267 deaths at school 206 of them are from gun violence . It seems that shootings are also a global threat . There have been shootings in Calgary, Quebec and even bomb threats in small towns as close as Kingsville, so gun violence is a major concern where ever you go.

I think that the Columbine shooting made a lot of people open their eyes and realize that it is too easy for kids to get a hold of guns . Take the 6 year old in Michigan for example he knew where to find the gun and how to use it .

Even though school shootings have gone down in the last 8 years they are still now more likely to result in multiple killings than they were in the 1990's .

I agree with all of the people banning together to help control the selling of guns . I don't see the down side to a new law . I mean everyone who needs a gun for work or hunting can still have one . They are just trying to keep them out of the wrong hands .

I admire the families of the victims of gun violence . I admire them because some of them are so passionate about making a difference . They will do whatever it takes to change things.

In Teen People there was a story about Columbine , they had some teens who survived talk about what it was like in the school while the shooting was taking place . A boy named Nick Foss said " You ever see Saving Private Ryan ? The first ten minutes of that ? That's what it was like ."

I can't even imagine what the students must have felt like , but ever since then, I always wonder when I see a kid getting picked on will they someday come to school with a gun and threaten my life . I think school should be a place where kids can come and feel safe , not fear for their lives.

C

References

Teen People - August 1999 , article -Surviving the Columbine Shootings.

Web site - https://www.csgv.org (school violence study)

Teacher's Notes

Knowledge/Understanding

- The writer demonstrates limited knowledge and understandng of the structural elements of an essay (e.g., the student has attempted an introduction and conclusion but has not established a clear controlling idea).
- The body paragraphs connect in a stream-of-consciousness style rather than develop in a focused way to support a main controlling idea.

Thinking/Inquiry

- The opinion is expressed through superficial and sketchy examples (e.g., reference to Columbine incident, gun laws, victims of gun violence) that offer limited support.
- The evidence presented is limited in specificity and relevance (e.g., "It seems that shootings are also a global threat. There have been shootings in Calgary, Quebec ... so gun violence is a major concern where ever you go.").

Communication

- The paragraph elements (topic sentence, supporting details, concluding sentence) are developed with limited effectiveness (e.g., "I admire the families of the victims of gun violence. I admire them because some of them are so passionate about making a difference. They will do whatever it takes to change things.").
- Several ideas are introduced relating to gun violence but a single controlling idea does not emerge.
- The student uses words and phrases with limited appropriateness to the stated audience (parents and the government) (e.g., uses a conversational style; refers to Teen People Magazine and uses an example that connects to personal experience in the concluding paragraph).

Application

- Language conventions are used with only limited accuracy and effectiveness (e.g., "Take the 6 year old in Michigan for example he knew where to find the gun and how to use it.").
- The student identifies a few sources of information with limited accuracy.

Comments/Next Steps

- The student should review basic paragraphing skills; he or she must decide on a point to make and then develop the point thoroughly before continuing with the next point.
- The student should review an accepted format for citing print and electronic sources.
- The student should review punctuation in order to eliminate run-on sentences.

A

Anorexia
Audience: Young adults

Their young, rich, beautiful and 'skinny'. Who are they, they're the people we see on TV and in magazines. Men want them and women want to be like them. So what do the girls do, to try to be like them, 'diets'. If diets don't work or take to long, they begin to have eating disorders. For example 'anorexia' or 'bulimia'. One inparticular is 'anorexia'. It is one of the leading causes of deaths in teens.

In case people don't know what anorexia is, the definition is "extreme loss of appetite; causing loss of appetite; aversion-to-food syndrome; causing a lowering of appetite".

Now,tell me if you would like to be in a situation like this " Would you like to lay quietly among a collection of tubes and sterile machines, not because of a tragic illness or an awful accident , rather because of self-inflicted starvation. If no one really wants to be in these conditions then why do men and women put themselves through it?

People with this eating disorder look very thin but are convinced they are extremely overweight. For reasons not yet understood, they become terrified of gaining weight. The only reason that most people can think of is that anorexia is a serious lack of self-confidence.

Many people don't realize that eating disorders like this don't just affect people in North American anymore. A recent study of girls in Thailand showed a raising percentage of people with anorexia since the increasing usage of television.

By the year 2005 they say that everyone will be able to say they to had an eating disorder once in their life time.

Many of our young teens today read magazines that display perfectly;y proportioned, underweight models who are known as "American Beauty Idols"

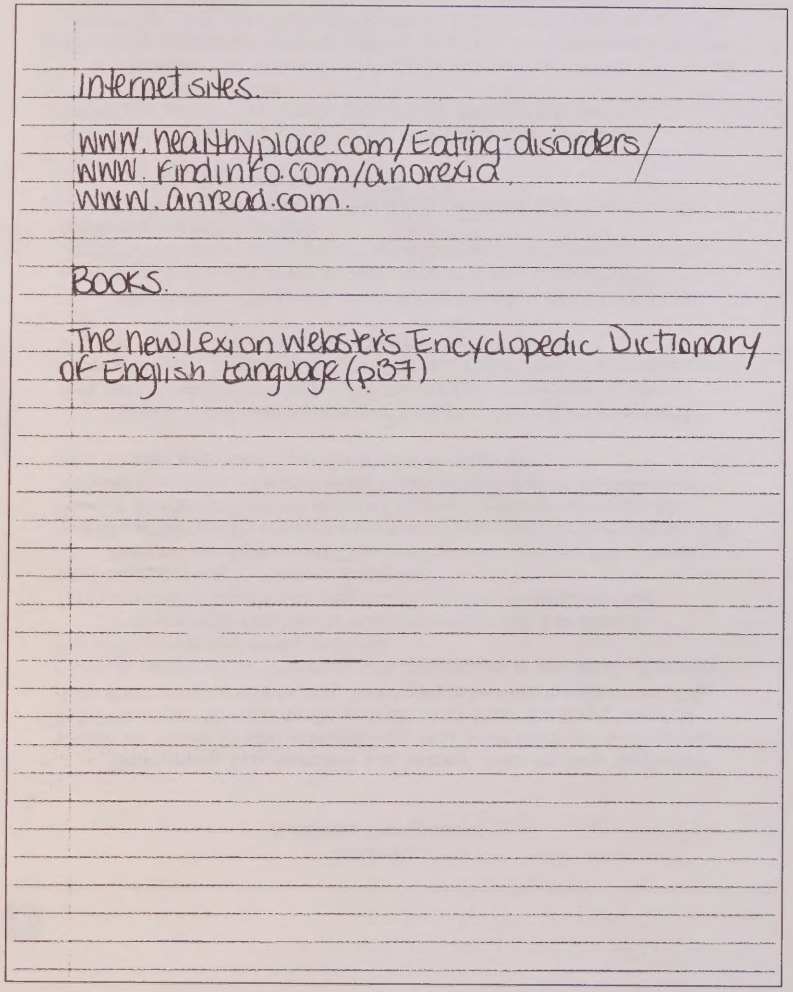
This causes 1% of female adolescents to become anorexic. This means that 1 out of every 100 women from the ages 10-20 are starving themselves, and maybe even to death. Although its not only women who are anorexic. About 5-10% of men are anorexic or bulimic. Approximately 50% of people, men and women, who have been anorexic have developed bulimia or bulimic patterns. Without treatment around 20% of people with serious

B

eating disorders die, and about another 20% don't improve when with treatment.

It seems that the percentage of people who have eating disorders has increased dramaticly in the past few years. It is most likely because in our society everyone on TV and in magazines are 'perfectly thin'. If so many men and women don't want to be in the hospital or close to dying then why do they do that to themselves. We need to learn to respect ourselves, and don't worry about what other people think.

C



Internet sites.

www.healthyplace.com/Eating-disorders/
www.findinfo.com/anorexia.
www.anread.com.

Books.

The new Lexion Webster's Encyclopedic Dictionary of English Language (p37)

Teacher's Notes

Knowledge/Understanding

- Some structural elements of an essay are used correctly (e.g., the piece has a beginning, a middle, and an end).
- Because the author's opinion is stated in the conclusion, rather than early in the essay, the essay lacks structural coherence (e.g., the relationship between the introductory paragraphs is unclear).

Thinking/Inquiry

- The writer's opinion is plausible but not completely supported (e.g., although statistics are included, the writer does not explain how they are tied to the opinion; the evidence, therefore, is not clearly relevant or specific enough).

Communication

- The writer uses a few ideas in the body paragraphs; however, some ideas are not always tied to the writer's opinion (e.g., more connecting words are needed to improve the flow).
- Individual body paragraphs are structured ineffectively; introductory and concluding sentences are missing; some paragraphs are one sentence in length (e.g., "By the year 2005 they say that everyone will be able to say they to had an eating disorder once in their life time.").

Application

- The writer uses language conventions with some accuracy, but there are some spelling errors (e.g., "their", "dramaticly") and grammatical errors (e.g., "So what do the girls do, to try to be like them, 'diets'.").
- Sources of information are cited at the end of the essay, but the writer does not identify the sources of statistics and ideas within the essay itself.

Comments/Next Steps

- The student should review the structural elements of paragraphs (e.g., especially body paragraphs).
- The student should review the components of the introductory paragraph (e.g., an opinion statement may be more effective if included in the introductory paragraph).
- The student needs to use a graphic organizer to order the ideas.
- The student needs to use transitional words, phrases, and sentences to increase coherence by indicating progression from one idea to the next.
- The student should identify the sources of evidence within the body of the essay.

A Supported Opinion Essay on Conflict Level 2, Sample 2

A

TO YIELD, OR NOT TO YIELD?

Audience: Adolescents

B

TO YIELD, OR NOT TO YIELD?

Audience: Adolescents

There are many pressures of being a teen. One peer pressure is doing drugs, and another is drinking alcohol. Every teen will experience this pressure from their friends. You probably will, or have already. There are also the consequences that you must think of before submitting to the undying pressure.

You will all be in this situation at one point or another. You'll be in a place where someone you're hanging out with, or someone around your group, will offer you a drag or some type of drug. What do you do now? Most of you are probably thinking to yourselves that you are strong and smart enough not to surrender your values and give in to peer pressure. This is not the usual case (Internet). You may have other reasons for doing so, but you and I both know that you have just bowed down before pressure. I understand that it is difficult to say whether you will do what they ask, or not, because you're not in that situation now.

Another familiar and popular thing involved with peer pressure is alcohol. Alcohol applies to the above situation as well. Are you asking yourself, once again, what do you do in this case scenario? Will you yield to the gut renching pressure? Unfortunately, many have given in to the pressure.

Something else to consider before your actions, are the consequences that follow your *could-possibly-change-your-life-forever* decision. There's a chance of losing self-respect and also the respect other people have for you. Some of the consequences may be minuscule or potentially fatal. Just remember that you are completely responsible for your actions. Everything you do will somehow in some way catch up

C

with you.

Drugs and alcohol are only two factors that are included in peer pressure. There are many other forms of peer pressure. I decided to focus on these two because of the overwhelming popularity. Just remember, "*For every action there is a reaction, equal in force and opposite in direction*" (Newton).

D

Work Cited

1. Internet-Issues Dealing with Peer Pressure
2. Sir Issac Newton

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some knowledge of essay structure (e.g., introduction, body, conclusion).
- The introduction contains the main ideas of the essay, but these are not stated concisely in one place; other ideas are interspersed.
- Body paragraphs have some connection to the main idea (e.g., paragraphs 3 and 4 have clear, relevant topic and concluding sentences, but paragraph 2 does not).

Thinking/Inquiry

- Some plausible accounts of the significance of peer pressure are presented in paragraphs 2 and 3, although there are some instances of incomplete connection (e.g., "This is not the usual case" in paragraph 2 and "Alcohol applies to the above situation as well" in paragraph 3 are unexplained).
- The evidence provided shows some specificity and relevance (e.g., "There's a chance of losing self-respect and also the respect other people have for you."); however, other thoughts detract from the focus (e.g., "I understand that it is difficult to say whether you will do what they ask, or not, because you're not in that situation now.").

Communication

- Paragraph elements are used with some effectiveness (e.g., paragraphs 1, 3, 4, and 5 have some clarity in topic and concluding sentences, but paragraph 2 does not).
- A few ideas are used (e.g., drugs, alcohol, consequences), and connecting words are sometimes provided (e.g., "Another ...", "Something else ..."); however, some ideas are not clearly connected or explained (e.g., "There are many other forms of peer pressure.").
- Words and phrases are used with some appropriateness for an adolescent audience; the tone is conversational (e.g., "You probably will, or have already", "What do you do now?"), but some wording is awkward (e.g., "... the consequences that follow your *could-possibly-change-your-life-forever* decision") or vague (e.g., "Another familiar and popular thing involved with peer pressure is alcohol.").

Application

- Language conventions are used with some accuracy and are approaching level 3.
- Source citations are incomplete.

Comments/Next Steps

- The student needs to use discussion and revision to clarify ideas and develop a single strong statement of opinion (e.g., "Teens must consider carefully the consequences of giving in to peer pressure to try alcohol and drugs.").
- The student should review guidelines for writing topic sentences and conclusions.
- The use of peer editing would help the student ensure that wording and ideas are complete, clear, and logical.
- The student should review an accepted format for citing print and electronic sources.

A

Gun Control

Target Audience: General Public (18-55)

B

Gun Control Essay

Gun control laws state that a civilian is not allowed to possess a firearm under any circumstance. The only people who can bear firearms are the military and the police. Many people believe that gun control will lead to a decrease in firearm related incidents. Gun control is not the answer to our problems with firearms. It is a solution, but not an effective one because not everyone that bears a firearm wants to kill someone. Secondly, it isn't effective because guns can be used for self-defense and other purposes like hunting. Thirdly, it is ineffective because gun control does not keep guns out of criminals' hands.

Firstly, gun control doesn't work well because some people think everyone who has a gun intends to kill someone with it. However, most people don't want to use guns to kill people. Most people have firearms for protection, collection and, hunting. Guns have gained a bad reputation in the past couple of years because they have been improperly used. For instance, guns have been used as a method for solving problems like hate, stress, and crime, which has caused them to be hated. Thirdly, the registration that one has to go through to acquire a license to bear firearms is enough to discourage someone from harming someone else. In closing, gun control doesn't work because most gun owners don't want to misuse their guns.

Secondly, guns have practical purposes like hunting, recreation and, self-defense. When the gun control laws are put in place, the people who use the guns for the stated purposes will lose their guns, not the criminals. The purposes that the guns are used for are common and the people that own them have them registered and are responsible people. If gun control were put into effect, this would mean that there would be no more hunters or people that have a gun for self-defense. In conclusion, gun control is ineffective because the government would be losing millions of dollars in revenue if gun control was placed upon hunters who buy gas, licenses, guns, ammunition, clothing, accessories, (knives, matches, first aid kit, etc.), and transportation.

Finally, gun control is ineffective because when the guns are taken from the people who register them the criminals are not affected because they are buying their guns off the street. For example, the gun control laws will only seize the registered firearms and the criminals who are causing the problems will still get guns. " …Gun control prevents self-defense by honest citizens more than it deters criminals…" (Ottawa Citizen, Arguments and Observations section) introduced, the law-abiding citizens would suffer. The criminals, however, would be unaffected because they don't register their guns or buy them legally. "When criminals commit crimes, we don't plan on getting caught, so the penalties are irrelevant," said a Michigan inmate. (Bell) In conclusion, if gun control was put into effect, it would not stop the criminals who cause the problems; just the people who register their guns.

To summarize, if gun control were to be put into effect in Canada, there would be honest people losing their rights to own a gun collection and use guns for self-defense. Secondly, hunters will lose their right to hunt and bear firearms. Thirdly, the people who

C

register their guns would be falling into a trap by having their firearms taken away after they have just registered them. I think that gun control should not be used, and if it is the people, not the criminals will suffer severely.

Works Cited

Joly, Claire "Why Gun Control Is Not The Right Answer" *The Ottawa Citizen"* (December 4, 1999): Argument and Observation Section.

Bell, Dawson "Gun Laws' effect on crime seems minimal" http://www.freep.com/news/mich/exile31_20000531.htm

Teacher's Notes

Knowledge/Understanding

- The writer unites the introduction, body, and conclusion to develop a well-supported opinion.
- The conclusion summarizes the writer's opinion and ties the arguments presented in the body of the essay to the opinion stated in the introduction.

Thinking/Inquiry

- Opinions are perceptive, as more than one aspect of the conflict is addressed in support of the opinion (e.g., "when the guns are taken from the people who register them the criminals are not affected").
- The writer shows definite causes and consequences (e.g., "In conclusion, gun control is ineffective because the government would be losing millions of dollars in revenue if gun control was placed upon hunters who buy gas, licenses, guns, ammunition, clothing, accessories ... , and transportation.").

Communication

- Paragraphs begin with a topic sentence (e.g., "Firstly, gun control doesn't work well"; "Secondly, guns have practical purposes"; "Finally, gun control is ineffective.").
- Transitional sentences between paragraphs are used to clarify the course of the argument (e.g., "In closing, gun control doesn't work because ... ").
- The single controlling idea is evident throughout (e.g., every paragraph refers to gun control).

Application

- Language conventions are followed with considerable accuracy and effectiveness (e.g., verb tenses are consistent and appropriate).
- Sources are identified with considerable accuracy (e.g., in paragraph 4, the direct quotation "When criminals commit crimes, we don't plan on getting ...").
- The citations match the quotations found in the body of the essay.

Comments/Next Steps

- The first sentence of the essay is an assumption; the writer should look for clarification or refinement, examine the first argument, and rework it to match the rest of the opinion (e.g., "Gun control is not the answer to our problems with firearms. It is a solution, but not an effective one because not everyone that bears a firearm wants to kill someone.").
- Sentence construction and pronoun reference need improvement (e.g., in the sentence "For instance, guns have been used as a method for solving problems like hate, stress, and crime, which has caused them to be hated", the antecedents for the pronouns "which" and "them" are unclear).
- The student needs to proofread his or her work to correct errors in punctuation (e.g., "In conclusion, if gun control was put into effect, it would not stop the criminals who cause the problems; just the people who register their guns.") and to catch inadvertent omissions (e.g., "... [*missing text*] introduced, the law-abiding citizens would suffer.").

A Supported Opinion Essay on Conflict Level 3, Sample 2

A

The Truth About Smoking
Audience: Age 15 to 19

In Canada, you have to be over the age of 19 to smoke, yet teens are getting hold of cigarettes and influencing other kids to begin. In fact, more than 3000 kids become addicted to smoking each day. When you consider that information, would you believe that's over one million per year? To many teens are becoming smokers and are unaware of the affect it has on themselves and others.

In fact, I think that one of the main problems is that teens, under the legal age, are becoming smokers. But ask yourself this question, what is causing them to smoke? Many people may not realize this, but there are signs, clues that could lead to prevention. At one point or another, you've probably seen smoking advertisements in magazines, on billboards, on t.v, or in windows at the mall. (C.O.S.T) The truth is these signs are meant for teens to see. Behind the scenes, tobacco producers are actually praying on teens because they know that once most of them start, they won't quit. In turn they will become customers of that product for nearly the rest of their lives. I think more action needs to happen. What I mean by that is, too many people are just sitting back and watching it happen. They could be doing something to prevent it, what will you do?

While you may be the only smoker out of your friends, in reality, they are smokers too by inhaling second hand smoke. Warren Clark, author of 'Exposure to Second Hand Smoke' states, "Nearly half of non smokers are exposed to second hand smoke " (Clark page 161-65). His quote brings up an interesting point. As I look around the school property, many non-smoking people are hanging around with their smoking friends. Later on this could affect them too. By inhaling second hand smoke, you are exposed to the same risks as smokers. It reminds me of a commercial I saw on t.v. It was about a retired married couple, in which the husband smoked. In the end it wasn't him he was worried about, it was her. She had died from second hand smoke. Life is to short, and it will be shorter if you smoke. If you do choose to smoke, at least be respectful enough to go outside and smoke when your at a restaurant, and don't smoke around people who don't smoke. It's your decision to smoke not ours.

Consequently, when teens make the decision to smoke, not many of them really know what they're getting into. I think that teens need to know what comes after all the fun. When teens begin to smoke, they are literally gambling with their life. Smoking can decrease your life expectancy, and create more risks for health problems like respiratory problems, lung cancer, and cancer of the mouth. The longer someone smokes, there is a significant decrease in your energy level, and your taste and smell are often distorted. If you ask me cigarettes are like a ticking bomb, waiting to explode and take their toll on you. Don't even give them that chance. Don't start, if you already smoke, quit, or else suffer the consequences.

In conclusion, I guess you already know I am a non-smoker. Personally, I think smoking is absolutely disgusting, I don't smoke and I never will. I think the media needs to be more responsible with what they advertise. It is a fact that 98% of kids that start smoking don't quit. Don't let yourself be part of that 98%, don't harm your own body and infect others with second hand smoke. Please choose not to smoke.

B

Works Cited

Children Opposed To Second Hand Smoke (C.O.S.T) May 28, 2000
http://www.costkids.org/parents.html
Clark, Warren. "Exposure to Second Hand Smoke" in Literature and Media 9 (Nelson) pages 161-65, 1999

Teacher's Notes

Knowledge/Understanding

- The writer demonstrates considerable knowledge of essay structure.
- The issue is defined in the introductory paragraph and summarized in the concluding paragraph.
- The body of the essay supports the opinion of the writer (e.g., "To many teens are becoming smokers and are unaware of the affect it has on themselves and others.").

Thinking/Inquiry

- The writer clearly identifies relevant facts and pertinent observations about smokers and their effect on others.
- Evidence is specific and appropriate (e.g., "'Nearly half of non smokers are exposed to second hand smoke.'").

Communication

- Each paragraph is developed around a single topic.
- The writer uses transitional words effectively (e.g., "In conclusion", "consequently").
- The writer uses vocabulary that is persuasive and focused (e.g., "cigarettes are like a ticking bomb").
- The writer uses language that is appropriate for an adolescent audience.

Application

- The writer uses language conventions with considerable accuracy.
- The writer uses verb tenses consistently and appropriately.
- The writer identifies sources with considerable accuracy.

Comments/Next Steps

- The student should proofread his or her work for spelling and homonym errors (e.g., "To many teens ... the affect it has on themselves and others.").
- The student should review punctuation in order to eliminate comma misuse and run-on sentences (e.g., "It was about a retired married couple, in which the husband smoked"; "Don't let yourself be part of that 98%, don't harm your own body ...").

A Supported Opinion Essay on Conflict Level 4, Sample 1

A

Epidemic! The Plague of Casinos

Intended Audience: 18+

B

It was received by most citizens of the town as a promise of new jobs, tourists, tax revenues and more, but instead, with it, it brought disaster. Shortly after its coming, the innocent town turned into a nightmare. Crime flourished, bankruptcy escalated and suicide rates went through the roof. You'd think that this mania would be terminated, but it wasn't, instead it was welcomed by other unsuspecting cities. Slowly, it is spreading throughout North America. It's called gambling. As more and more casinos open around Canada and the States, the crime rates are rising with alarming speed. The innocent gambling quickly becomes addiction, which is a pathway to pain and misery. As it effects more and more families, addiction consequences effect the whole community. Gambling and addiction also have a shockingly close relationship to suicides.

Gambling is an extremely dangerous practice, as it requires an extreme amount of money to continue playing, and as only a few people will win, many people lose great amounts of money. It is also extremely addictive, as people crave the results and the money they could possibly win. Gambling addiction is not just a bad habit, it is a disorder that is difficult to cure. As many people lose their life savings, it creates home problems, and sometimes results in the losing of their homes. This can lead to divorce, loss of jobs, loss of friends, and often leads to suicide.

Casinos are often both basic and non-basic industries. A basic industry is one that supports the local economy by bringing in money from outside the area, while a non-basic industry circulates money just in the local economy. Since the only "outsiders" who would gamble at a given casino would be tourists, it is mainly a non-basic industry. This means that the opening of casinos in a city effects the whole community. Also, many problems that stem from the casinos form chain reactions that effect many people.

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An example of this is when one prominent figure in the community looses a great deal of money at a casino, he would likely get depression, which would lead to home problems, business problems, and effect every person that he had contact with.

On August 26, 1999, the LA Sun released an article with the headline "Atlantic City Casinos Hit By Wave of Suicides". The article told of a German tourist who jumped to his death off a ten story casino parking garage. Though he left no suicide note, it was apparent that he had recently been gambling, and had likely lost a great deal of money. The article went on to tell of two other recent suicides, directly related to gambling. Atlantic City is not the only place that has had suicides related to gambling. In Gulfport, Mississippi, suicides increased by 213 percent (from 24 to 75) in the first two years after the casinos arrived. These statistics show the direct relation between gambling and suicide. Many people, after gambling their life savings away, see no alternative than to end their life. When gambling is so directly related to suicide, it is extremely surprising that casinos can legally operate.

On December 10, 1997, Cardinal Thomas Williams of New Zealand said "the correlation of casino gambling with addiction, family violence, suicide and bankruptcy is fast emerging." It is quickly becoming more recognized by many people around the world what negative aspects gambling has on an individual, family and community. As many casinos are opening presently around North America, this problem is increasing rapidly. Because casinos are being embraced by many communities because of the promises of new jobs and such, little is done to stop them. People around North America who recognize the extreme negative aspects of casinos and gambling must take a stand to make gambling illegal once again. This problem can be eliminated, but first the public

D

must be informed of its negative aspects. If everyone takes a stand, together we can make a difference, before it's too late. We must act quickly, because the deadly plague of addiction to gambling is seeping through the veins of North America and infecting many communities. Yours may be the next victim.

E

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Http://www.catholicinternet.org/issue/archives/DCtext/25dec10%2Cvol.8%2Cno.49txt/49newt3.htm. June5, 2000

http://www.family.org/cforum/research/papers/A0001759.html. June 5, 2000

Teacher's Notes

Knowledge/Understanding

- The impressive introduction masterfully engages the reader.
- The essay shows an outstanding understanding of how to integrate the structural elements.
- The writer's position is presented in a thorough and exemplary manner.

Thinking/Inquiry

- The argument is compelling and insightful and is thoroughly supported with specific, relevant evidence.
- The writer shows a mature understanding of the various aspects of the problem (e.g., "Gambling addiction is not just a bad habit, it is a disorder that is difficult to cure.").

Communication

- The essay shows a highly effective use of paragraph elements.
- A controlling idea is clearly established and successfully sustained throughout the essay.
- The writer uses words and phrases with a high degree of appropriateness (e.g., ". . . the deadly plague of addiction to gambling is seeping through the veins of North America and infecting many communities"; ". . . casinos are being embraced by many communities"; ". . . which is a pathway to pain and misery").

Application

- The writer uses language conventions with a high degree of accuracy and effectiveness, making very few errors (e.g., confuses "effect" and "affect").
- Sources are identified with a high degree of accuracy.

Comments/Next Steps

- Some details/evidence lack specific relevance to the main idea.
- Some details need expansion to increase their relevance and make them more compelling.
- The writer should suggest solutions rather than stating only consequences.

A

What It Means To Be The Ugly Duckling

B

What It Means To Be The Ugly Duckling

Many children's stories describe one individual being singled out and tormented. It is always the poor relative, the step sister or the ugly duckling who suffers at the hands of others. This is discrimination. Discriminating is the act of prejudging and stereotyping people (Nelson 396). It may affect any one regardless of sex, race or beliefs. Discrimination is harmful and detrimental to all of society. It affects the way people feel about themselves and their self esteem.

In the poem "Two Prisoners" written be Raymond Souster, there is a verse that shows discrimination. " Those young punks are going back to the Don where they belong..." (Souster 70). The quote illustrates a spectator watching, as two young boys (assumed criminals) walk handcuffed, away from a courthouse. The spectator assumes that because the boys are young and obviously in trouble with the law, that they are "punks". Not only is the spectator assuming that the boys are guilty and that all of the information is known, but he is also assuming that the boys are going to the Don Jail. This form of discrimination is called stereotyping. Stereotyping is "when a fixed unvarying form is given to something" (Nelson 1337). When people stereotype teenagers like this, they stereotype teenagers in general, not individually. Being stereotyped affects all teenagers. They are given a reputation that in some cases is true, but for the most part, is inaccurate. Every day teenagers are treated differently because of their age. This assumption affects the way that teenagers feel about themselves and the way that they think.

In addition, many people, not only in the past, but even now in the present, experience discrimination because of their culture. Cultural racism is "prejudice or discrimination based on race or culture" (Nelson 1130). The story "Montreal 1962" written by Shauna Singh Baldwin is about a woman who immigrated to Canada from India. The following quote describes how the

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character feels. "No one said then, you must be reborn white skinned and clean shaven to show it- to survive." (Baldwin 228). This quote illustrates only white skinned people could make a good living. This is discriminating because not every one was given a fair chance at earning a good living. Furthermore, racism goes beyond ones physical appearance and into ones culture as well. The poem "Equal Opportunity" written by Jim Wong-Chu is also about racism, not based on appearance, rather it illustrates prejudice against a culture. " There was a rule the chinese could only ride the last two cars of the trains that is until a train derailed killing all those in front... a new rule was made the chinese must ride the front two cars of the trains..." (Wong-Chu 226). In the past, cultural racism has played a significant role in events. Well known examples of this are: the crusades; the rise of Nazism in the nineteen thirties and nineteen forties; and the Negro slavery. Cultural racism still exists today and it affects the everyday lives of many peoples. It is promoted by groups like the Klux Klan (KKK). The KKK supports White Supremacy and there are other groups like these. Cultural racism is dangerous and destructive to society.

Furthermore sexism is "discrimination based on gender especially against women. Attitudes, conditions, or behaviors that promote stereotyping of social roles based on gender" (Nelson 1254). The story "Think Like a Weight lifter Think Like a Woman" written by Kate Braid is a story about a woman who works on a construction site, but is the only woman who is working there. She feels inferior to her male co-workers. She also feels isolates and out of place. A quote that proves this is " And now because I need this job, and because every eye is watching the girl..." (Braid 65). This quote proves that because the character is aware of how her co-workers are all watching her, she feels that she has to prove herself to them. The next quote proves how

D

sexism changes the way people feel about themselves and how it lowers self esteem. "No. I will never be carpenter, I think, never able to work like these men." (Braid 65). This quote is in a part of the story when the main character has thought that because she is a woman she will not be able to work like the men and that they are superior to her. This shows how her self esteem has been lowered because of the sexist attitudes surrounding her. Sexism (although) is generally applied to women, can also be an issue with men.

In summary, discrimination is a fact of life that affects everyone, regardless of appearance, gender, or race whether it is the step sister or the ugly duckling. Discrimination has been a problem in the past, and remains is today in the present. Discrimination should not exist, but it does. It is a major conflict that society must learn to resolve. Society should remember to follow the golden rule: treat others the way that you want to be treated, because often the ugly duckling turns out to be the beautiful swan.

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Souster, Raymond "Two Prisoners" Sightlines 9, Edited by Alice Barlow-Kedves et al. Scarborough, Ontario, Prentice Hall Canada, 1999.

Wong-Chu, Jim "Equal Opportunity" Sightlines 9, Edited by Alice Barlow-Kedves et al. Scarborough, Ontario, Prentice Hall Canada, 1999.

Teacher's Notes

Knowledge/Understanding

- There is a clear introduction that catches the reader's attention, defines terms, and establishes the writer's opinion.
- The body paragraphs are thoroughly developed with topic sentences and supporting detail.
- The conclusion echoes the introduction.

Thinking/Inquiry

- The supporting details thoroughly expand upon the issues raised with information clearly relevant to the topic.
- The evidence is persuasive, convincing, and specific.
- Details are frequently drawn from literary sources such as poems and stories.

Communication

- Internal paragraphs are structured with a high degree of coherence and unity.
- Mini-conclusions are included for each body paragraph.
- The writer has a single controlling idea connected with a high degree of effectiveness using transitional words (e.g., "in addition", "furthermore", "in summary").
- The diction is appropriately formal (e.g., "Cultural racism is dangerous and destructive to society.").

Application

- The writer uses language conventions with a high degree of accuracy and effectiveness.
- Only a few punctuation problems are apparent.
- Sources are identified with a high degree of accuracy, including titles, authors, and page numbers.

Comments/Next Steps

- Paragraphs need to be clearly delineated with indentation.
- Specific details are needed to connect the body paragraphs directly to the "ugly duckling" theme.
- Titles should not have double punctuation (e.g., italics *or* quotation marks should be used, as appropriate, but not both).
- Word choice occasionally needs attention (e.g., "quote" should be "quotation").
- The evidence supporting the conclusion could be more compelling, concise, and emphatic.

Teacher Package

English Exemplar Task
Grade 9 English – Academic

Teacher Package

Title: **A Supported Opinion Essay on Conflict**

con·flict
Pronunciation: kän-flikt
Function: noun
Etymology: Middle English (15th century), from Latin *conflictus* "act of striking together", from *confligere* "to strike together", from *com-* + *fligere* "to strike"

Definitions
1: fight, battle, war
2a: competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons)
2b: mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands
3: the opposition of persons or forces that gives rise to the dramatic action in a drama or fiction
(Source: *Merriam-Webster's Online Collegiate Dictionary*, <http://www.mw.com/home.htm>)

Time Requirement: 8 to 10 periods of 70 minutes each

Description of the Task
Students are required to produce a written supported opinion essay about a conflict that they believe may affect their future. The students select an audience that they believe needs to learn about the conflict. The purpose for writing the supported opinion essay is to persuade the intended audience to accept the opinion. The essay may consider the causes and consequences of the conflict and/or an effective solution to it. Supporting evidence may be drawn from a variety of sources.

Final Product
Students will submit a written supported opinion essay.

Assessment and Evaluation
A task-specific rubric* will be used to assess the supported opinion essays.

Expectations Addressed in the Exemplar Task

The exemplar task is based on the following key expectations from three strands: Literature Studies and Reading, Writing, and Language.

Students will:
1. provide an introduction, body, and conclusion in written reports and short essays;
2. analyse information, ideas, and elements in texts to make inferences about meaning;
3. use specific evidence from a text to support opinions and judgements;
4. structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
5. use a single controlling idea and connecting words to structure a series of paragraphs;
6. select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
7. edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed on pages 13 and 14 of the curriculum policy document;
8. identify sources of ideas, information, and quotations in writing and independent research projects.

Teacher Instructions

Prior Knowledge and Skills Required
Students should have had experience in:
- identifying main ideas and supporting details in literary and informational texts;
- stating an opinion and supporting it with specific evidence from a text;
- making judgements and drawing conclusions about ideas in written materials on the basis of evidence;
- organizing ideas and information in paragraph and essay format;
- using the stages of the writing process;
- using a dictionary and a thesaurus when writing;
- contributing and working constructively in groups;
- comparing their work against task-specific rubrics.

Accommodations
Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

**The rubric is reproduced on page 14 of this document.*

Materials and Resources Required

- a student package for each student
- one rubric for each student to use to assess the sample supported opinion essay (the essay is printed in Appendix 1).
- index cards or paper and masking tape for the brainstorming activity
- reading materials (You may use the "Suggested Reading Selections From the Approved Anthologies" [Appendix 2], or you may wish to substitute alternative texts.)
- student notebooks for the journal writing activity
- one "Graphic Organizer" for each student (Appendix 3)
- the information sheet "Types of Evidence to Support an Opinion" (Appendix 4)
- the "Editing Checklist for a Supported Opinion Essay" (Appendix 5)
- dictionaries, thesauri, and grammar reference books for use in editing the essays
- a rubber band to bundle the collected essays

Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

The following "Prompt to Students" and description of a twelve-step process may be used to introduce the task to the class.

Prompt to Students

Conflicts are all around us. Consider the stories, songs, and television programs we experience every day. It is not surprising that young people feel strongly about conflicts in literature and the media.

Write a **supported opinion essay** *based on a conflict that you believe may affect your future. For your audience, choose someone who you think needs to learn about the conflict. The purpose of the essay is to persuade the intended audience to accept your opinion.*

To develop your opinion, you may consider the significance of any or all of the following:

- *the causes of the conflict*
- *the consequences of the conflict*
- *an effective solution to the conflict*

You may use evidence from a variety of sources to support your opinion. You will have the equivalent of 8 to 10 periods of 70 minutes to complete the task.

Process

- **Step 1** is to understand the requirements of the exemplar task fully.
- **Step 2** is to understand the criteria described by the assessment rubric.
- **Step 3** is to participate in prewriting activities (e.g., brainstorming, discussion of conflict situations).
- **Step 4** is to select a conflict you believe may affect your future.
- **Step 5** is to select an appropriate audience for your supported opinion essay.
- **Step 6** is to develop your opinion about the conflict that you have selected.
- **Step 7** is to organize your ideas and supporting evidence for the essay (see Appendices 3 and 4).

- **Step 8** is to ensure that your opinion is expressed clearly and is supported by convincing evidence and that the essay is coherent.

  NOTE: All writing is to be done in class under teacher supervision.

- **Step 9** is to ensure that the words and phrases used in the essay are appropriate for the purpose, audience, and style.

- **Step 10** is to ensure that all sources of ideas and information have been identified accurately (e.g., use of quotations, parenthetical references, works cited).

- **Step 11** is to use feedback from teacher or peer assessment to revise and edit your essay.

- **Step 12** is to edit and proofread the essay for correct and effective use of language conventions (grammar, usage, spelling, and punctuation) and other considerations (see Appendix 5).

The following is a suggested outline for administering the exemplar task over the equivalent of 8 to 10 periods of 70 minutes each.

Period 1
Objectives:
- Students will develop an understanding of the exemplar task.
- Students will develop an understanding of the rubric.
- Students will use the rubric to assess a sample supported opinion essay.

Procedure:
- Preview the objectives for period 1.
- Have each student read the "Student Instructions for the Exemplar Task" in the student package, for understanding of the key points. Have students make notes as they read about points that they do not understand. After students have read the instructions, have them work with partners to share their questions and try to help each other to answer the questions. Hold a brief discussion with the whole class to clear up any unanswered questions.
- Review the main elements of the supported opinion essay (e.g., the essay has an introduction, body, and conclusion; a single controlling idea is used to structure a series of paragraphs; specific evidence is used to support the controlling idea and key points).
- Review the task rubric, highlight its key features (e.g., curriculum expectations, categories and criteria, levels of achievement, descriptors), and help each student to understand the meaning of the descriptors for each criterion across the four achievement levels.
- Have students read "Boxed-In" (see Appendix 1: "Sample Supported Opinion Essay").

- Have partners use the task rubric to assess the sample essay, "Boxed-In". *Note:* The sample essay contains several minor errors in the use of language conventions. The purpose of the sample essay is to provide opportunities for students to discuss the descriptions of the performance levels in the rubric.
- Hold a brief discussion with the whole class to determine the similarities and differences in their assessments. Probe the reasons for differences of opinion. Help students to develop a common understanding of the descriptors of the achievement levels.
- Emphasize that the rubric will be used to assess their supported opinion essays, so they should refer to it frequently as they work on their essays.
- Ask students to bring their anthology textbooks to the next class.

Period 2
Objectives:
- Students will participate in prewriting activities.
- Students will explore conflict situations in reading materials.
- Students will select conflicts for their essays.

Procedure:
- Briefly review the objectives of period 1 and preview the objectives of period 2.
- Ask students to work in small groups to brainstorm conflict situations. Have each student write a conflict situation on a card and place the card in the centre of the table. Ask groups to sort their cards and create groupings of similar conflict situations. Ask groups to determine category headings for each of the groupings.
- Ask groups to share their categories and conflicts. Post their cards to create a class list or web of conflicts. Have students note similarities and differences in the categories and placement of conflict situations.
- Have students choose and read one of the reading selections and identify the type of conflict represented in the text. Remind students of the types of conflicts identified in the activity above.
- Have students write about:
  - the type of conflict depicted in the anthology selection (e.g., a conflict related to the environment, racism, teen violence, poverty, consumerism);
  - what they already know about the type of conflict.
- In small groups, have each student in turn describe to the other group members the type of conflict in the selected reading.
- Ask groups to review and add to the class list of conflicts.
- Ask students which conflicts they believe will have the greatest impact in the future.
- Ask students to rank order the conflicts.
- Ask students to review the updated list and note a conflict they may wish to use as the basis for the supported opinion essay.

Period 3

Objectives:

- Students will consider possible causes, consequences, and solutions for their selected conflict.
- Students will select audiences for their essays.
- Students will write a draft of their essay.

Procedure:

- Briefly review the objectives of period 2 and preview the objectives of period 3.
- Have each student work independently to consider possible causes, consequences, and solutions to the selected conflict. Students may wish to use a graphic organizer to record their thoughts and formulate their opinions (see Appendix 3).
- Have each student select an appropriate audience for the supported opinion essay.
- Have each student write a discovery draft to express an opinion about the selected conflict. The purpose of the draft is to use language to explore their thoughts about the significance of the conflict.

Periods 4 to 7

Objectives:

- Students will review different types of evidence.
- Students will select evidence to support their opinions.
- Students will use the steps of the writing process to develop their essays.
- Students will use feedback from peer or teacher formative assessment to improve their supported opinion essays.

Procedure:

- Briefly review the objectives of period 3 and preview the objectives of periods 4 to 7.
- Use Appendix 4: "Types of Evidence to Support an Opinion" to review types of evidence, their definitions, and illustrative examples based on the sample essay, "Boxed-In" (Appendix 1).
- Have students consider evidence they might use to support their opinions and meet the writing purpose of persuading the intended audience to accept their opinions.
- Have students use the steps in the writing process to draft, revise, edit, and proofread their supported opinion essays.
- Students are to do all of their writing in class under teacher supervision. Do NOT allow them to take any of their work home.
- To assist students with editing their essays, refer them to Appendix 5: "Editing Checklist for a Supported Opinion Essay". To facilitate editing of their own essays, provide students with dictionaries, thesauri, and grammar reference textbooks, as required and available.

- Have students use copies of the rubric to provide peers with feedback to improve their essays.
- Have each student prepare a final copy of the supported opinion essay to be submitted for assessment by an external scorer.
- Have each student identify the intended audience on the title page.

APPENDIX 1: Sample Supported Opinion Essay*

Audience: The Town Council

Boxed-In

As reported by a local newspaper, three mature trees were cut down in a forest near a residential community. When they found out what had happened, the residents of the area became very angry. They were upset because they had not been consulted before the trees had been removed. Second, they did not like that they trees had been cut down. When they found out that another 15 trees were scheduled to be chopped down during the next week, they formed a human blockade by chaining themselves to the trees. If this tactic was unsuccessful in saving the trees, they threatened to burn down the rest of the forst as a protest (Greigen, 87-88).

Effective two-way communication about the reasons for cutting down the trees might have prevented this conflict. the conflict in this situation is based on a lack of imformation that local residents need to understand why the decision was made to cut down the mature trees. This conflict might have been avoided if the local residents had been invited to attend public meetings about the decision, and if they had an opportunity to express their views and to learn the reasons for the decision before it was finalized. It is not too late to provide them with the facts to help them to understand why the trees need to be removed.

The local residents need to know that only old and diseased box elder trees will be cut down. The box elder, or Acer negundo, is a type of maple tree that is widespread throughout the United States, southern Canada, Europe, and China. In Canada, the box elder is often called the Manitoba maple. On farms in the west it is used a wind barrier. It is not a very pretty tree because of its irregular shape. It grows more like a weed than a tree. The three trees that were cut down were 50 years old, and their limbs had cracked during recent ice storms. Also their trunks had become infested with bugs (Greigen, 88). These facts should be printed and given to the protesters so that they can understand why the box elders should be removed.

* Note: This sample essay contains several minor errors in the use of language conventions. The essay is included here for discussion purposes, not as an example of a "perfect" essay.

Furthermore, research shows that many people who suffer from allergies are in danger of getting hay fever from the pollen of box elder leaves: "All maple pollen is highly allergenic, but A. negundo is the only species which pollinates exclusively by wind and causes the most problems for hay-fever sufferers.

Box-elder pollen is regarded as the most allergenic spring tree pollen. (Multidata, Inc.). Therefore, nearby residents who suffer from hay fever should be informed of these facts so that they can understand why the box elders should be removed.

Some of the residents who have environmental concerns need to knw that allowing trees to grow randumly sometimes is not good for the ecosystem that they share (Thomas, 43). Box elders grow to heights of 50-75 feet and their thick canopy prevents sunlight from reaching the forest floor. Cutting down the box elder trees will allow more sunlight to reach the floor of the forest which will regenerate plants and shrubs and provide food for butterflies, birds, and ground animals. This is the most important reason that the box elders had to to be removed. The residents need to know that there is a plan to replant the forest in the spring with a variety of saplings to replace the sickly box elders that have been cut down.

In conclusion, the local residents who are protesting the sudden removal of several mature trees in the neighbouring forest need to be the facts and the reasons behind the decision before they take drastic action such a burning down the forest. They need to be reassured that the decision will benefit their community. They need to assured that in the future they will be consulted about all decisions that affect them directly. Two-way communication is essential so that people do not become "boxed-in" a conflict situation.

Works Cited

Greigen, Mort. "Locals See Red in Forest Fiasco". in Makita Montrose, *Readings for a Lifetime*. Toronto: Square Peg Press, 1999. 87-91.

Multidata, Inc. "The Pollen Monitor". Vol 3, No 2. March/April 1996. <http:www.aerobiology.org/Trees.Maple.HTM>

Thomas, Brytt. "Towards Healthy Ecosystems." *Nature Now*. March 1997: 37-54.

APPENDIX 2: Suggested Reading Selections From the Approved Anthologies

Note: The following selections are suggestions only. Teachers may use other texts to provide a springboard for students to think about the implications of conflict situations.

Crossroads 9 (Gage)
- "Acceptance", 33
- "Halting Hatred", 296-98
- "Signposts of the Journey", 288-90
- "Thank You Ma'am", 72-76
- "The Leaving", 106-17

Elements of English 9 (Harcourt Brace)
- "Borders", 167-74
- "On the Sidewalk, Bleeding", 98-104
- "Teens Matter to the Canadian Economy", 212-14
- "The Jade Peony", 84-90
- "Suitcase Lady", 184-85

Endless Possibilities (Oxford)
- "Equal Opportunity", 214
- "Voices of Chinese Canadian Women", 223-24
- "If you think", 259
- "The Little-Rock Nine", 228-33
- "Remember", 261

Nelson English: Literature & Media 9 (Nelson)
- "Monologues for Teenagers", 236-38
- "A Mother's Heart Aches", 166-67
- "Exposure to Secondhand Smoke", 161-65
- "We Are Concerned About the Poor All Over the World", 172-74
- "What Do I Remember of the Evacuation?", 199-200

On Common Ground (Oxford)
- "Dances with History", 153-56
- "Growing Up Touareg", 313-15
- "I Want To Be Beautiful So Bad, It Makes Me Sick", 7-10
- "Plenty", 310
- "Teens Make Their Own Peace", 215-16

SightLines 9 (Prentice Hall)
- "In Service", 216-17
- "Montreal 1962", 27-30
- "Once Upon a Time", 39-43
- "Think Like a Weightlifter, Think Like a Woman", 64-65
- "Two Prisoners", 7

APPENDIX 3: Graphic Organizer

CONSIDERING CONFLICT

Describe your selected conflict.

CONSIDERING CAUSES	CONSIDERING CONSEQUENCES	CONSIDERING SOLUTIONS
What may have caused this conflict?	What are some consequences of this conflict?	What are some solutions to this conflict?

DEVELOPING AN OPINION

Appendix 4: Types of Evidence to Support an Opinion

Types	Definitions	Examples Based on an Environmental Conflict
Examples	• An example is a specific illustration of a general pattern or truth.	♦ *The box elder is an example of an undesirable maple tree because of its weak limbs and trunk that can become infested with rot and bugs.*
Facts	• A fact is a true statement.	♦ *In October 1998 several mature box elder trees were cut down in a nearby forest.*
Quotations	• A direct quotation states the exact words of someone.	♦ *An angry area resident commented: "It took them one day to butcher the forest but it will take years and years to have tall trees here again."*
	• An indirect quotation is a paraphrase of a direct quotation.	♦ *Some environmentalists claim that too many tall trees in a small area are harmful to the ecosystem on the forest floor.*
Reasons	• A reason explains an idea.	♦ *Recent ice storms have severely damaged the limbs of several box elder trees in the forest.*
Research Findings	• Research findings are conclusions of a research study.	♦ *In a study conducted by an allergy research laboratory, 74 out of 180 patients were found to be allergic to the pollen from box elder trees.*
Statistics	• Statistics are facts that use numbers.	♦ *The box elder tree grows more than 18 inches per year to a height of 50-75 feet*

Appendix 5: Editing Checklist for a Supported Opinion Essay

Directions:
Read the final copy of your supported opinion essay.
Use the following checklist to note the elements that you have used in your essay.

Elements	Check ✓
The essay expresses an opinion that gives a clear, thoughtful, and complete account of the significance of one or more aspects of a conflict (e.g., causes, consequences, possible solutions).	
The essay has an introduction, body, and conclusion.	
The essay develops a single controlling idea.	
Connecting words are used to link paragraphs.	
Each paragraph has a topic sentence, body, and concluding sentence.	
Connecting words are used to link sentences in each paragraph.	
The supporting evidence is relevant to the controlling idea.	
The supporting evidence is sufficient to support the opinion.	
Words and phrases are appropriate to the purpose, audience, and style.	
Words have been spelled correctly.	
Grammar has been used correctly and effectively.	
Punctuation has been used correctly and effectively.	
All sources of ideas, information, and quotations have been identified accurately.	
The essay meets the purpose of persuading the intended audience to accept the opinion.	

English
Applied

A "How-to" Guide

The Task

Each student was required to write a three-part "how-to" guide for an activity with which he or she is familiar. The guide had to include the following parts:

1. Getting Ready (explaining how to get ready to do the activity);
2. Step-by-step Instructions (listing in order the steps needed to do the activity);
3. Tips (offering suggestions to help others enjoy the activity).

The student's classmates were the intended audience for the guide.

Students were required to submit a "how-to" guide, one to three pages long. Students could do their work by hand or by computer, or could use a combination of the two methods. Students were advised to use format tools to make their work interesting and clear.

To monitor their work, students were encouraged, throughout the task, to complete the daily progress sheet, to use self-assessment and self-pacing exercises, and to seek and rely on peer feedback.

Copies of the self-assessment exercises, self-pacing activities, progress sheet, and list of frequently used format tools are included in Appendices 1 to 11 of the Teacher Package, which is reproduced on pages 67–76 of this document.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from the Writing strand.

Students will:

1. demonstrate an understanding of literary and informational forms of writing;
2. sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
3. present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison;
4. edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed on page 22 of the curriculum policy document.

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills relating to the following:

- using the writing process;
- revising and editing their work independently and using feedback from others;
- editing and proofreading to produce final drafts using correct grammar, spelling, and punctuation;

- using informational forms suited to specific purposes and audiences, with an emphasis on clear communication;
- using a variety of organizational techniques to present ideas and information logically and coherently in written work.

For information on the process used to prepare students for the task, and on the materials and resources required, see the Teacher Package, reproduced on pages 67–76 of this document.

Task Rubric – A "How-to" Guide

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	**The student:**				
1	– demonstrates understanding (in the guide) of the interesting and effective use of format tools	– demonstrates understanding of the use of format tools to a limited degree	– demonstrates understanding of the use of format tools to some degree	– demonstrates understanding of the use of format tools to a considerable degree	– demonstrates understanding of the use of format tools to a high degree
Thinking/Inquiry	**The student:**				
2	– selects and organizes information for each part of the guide	– selects and organizes information with limited effectiveness	– selects and organizes information with some effectiveness	– selects and organizes information with considerable effectiveness	– selects and organizes information with a high degree of effectiveness
Communication	**The student:**				
3	– presents instructions for classmates clearly	– presents instructions with limited clarity	– presents instructions with some clarity	– presents instructions with considerable clarity	– presents instructions with a high degree of clarity
Application	**The student:**				
4	– uses accurate spelling, grammar, and punctuation in the final copy	– uses language conventions with limited accuracy	– uses language conventions with some accuracy	– uses language conventions with considerable accuracy	– uses language conventions with a high degree of accuracy

* The expectations that correspond to the numbers given in this chart are listed on page 48.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

Baseball guideline

Materials:
you need: bases, balls, bats, helmets, and gloves
and also a uniform.

Instructions:
1.you have to hit the ball and then run to first base
2.you get 3 strikes and then you are out
3. You can also get someone out who is on first base
if a player throws you out when you are running.

You have to hit the ball and run the bases. If you get 3 strikes then you out, you can also be out if you hit the ball and someone throws it to the base.

"TIPS"

Play with effort, skills and also team work.

Teacher's Notes

Knowledge/Understanding

The student demonstrates limited understanding of the use of format tools, as illustrated by the following:

- A large font size is appropriately used for the title.
- Subheadings are used but are not formatted in a consistent style (i.e., only the third subheading is given in upper case).
- Instructions are numbered but contain spacing and alignment problems.
- A graphic is used and relates to the topic but does not enhance or clarify meaning.
- White space is used inconsistently.

Thinking/Inquiry

The student selects and organizes information with limited effectiveness, as illustrated by the following:

- A three-part structure is used, although "Getting Ready" lists materials only.
- A few relevant details and instructions are given, but the instructions do not follow a step-by-step sequence and are not sufficient to explain the game. (The topic is too broad.)
- Information is given below the graphic, but its connection to the graphic is not clear.
- The tips are appropriate to the breadth of the topic.

Communication

The student presents instructions with limited clarity, as illustrated by the following:

- The guide addresses the reader but does not use instructional "how-to" style.
- The meaning of the third instruction is unclear.
- Baseball terms are used but are not made clear (e.g., "throws you out").

Application

The student uses language conventions with limited accuracy, as illustrated by the following:

- Capitalization and end punctuation are used inconsistently in the instructions.
- An omitted word ("then you out") and a grammatical error (run-on sentence) make the meaning of the text below the graphic unclear.

Comments/Next Steps

- The student needs to narrow the topic by selecting one aspect of baseball to discuss.
- The student should make the instructional tips more specific.
- The student should think more about the intended audience.
- The student needs to proofread carefully, and have a peer proofread, to help improve accuracy and clarity.

HOW TO MAKE A SANDWICH {sub}

Preparation

- Clean the kitchen counter and get the butter knife and normal knife.
- Get the knife from were you keep it.
- Get the other items from the fridge except the bread.
- Cut the bread in half with the knife.
- Open the mayo, use the butter knife to spread the mayo on the bread.
- Place the cheese on top of the mayo, cut the tomato {in slices} then place on the cheese.
- Wash the lettuce, cut it and put on the tomato.
- Place the ham on top of the lettuce then put the other slice on top of ham.
- Open your drink and start to eat it.

STEP BY STEP

- FOLLOW THE INSTRUCTION IN PART ONE.

TIPS

- You can go buy them at any place they are sold.
- You can ask a friend if they can go buy one for you.
- you can ask a parent if they could make one for you.

Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to a limited degree, as illustrated by the following:

- The bold, upper-case lettering of the title is effective.
- The use of upper- and lower-case letters in the subheadings is inconsistent.
- A graphic symbol (a telephone) is used to introduce points, but is not related to the topic and is distracting.

Thinking/Inquiry

The student selects and organizes information with limited effectiveness, as illustrated by the following:

- The three parts are labelled, but the content for part two has been omitted; instead, the instructions are included in the preparation section.
- Some steps are missing and/or out of order (e.g., there is no mention of getting bread, a cutting board, or a plate; there is no list of ingredients in the preparation section).
- The tips section does not refer back to the step-by-step instructions.
- Some points that are really "tips" (e.g., which knife to use) are found in the preparation section.

Communication

The student presents instructions with limited clarity, as illustrated by the following:

- Instructions are given but are unclear in places because of missing and misplaced words (e.g., "Open your drink and start to eat it."; "Wash the lettuce, cut it and put on the tomato.").
- The vocabulary is simple and easy to understand.

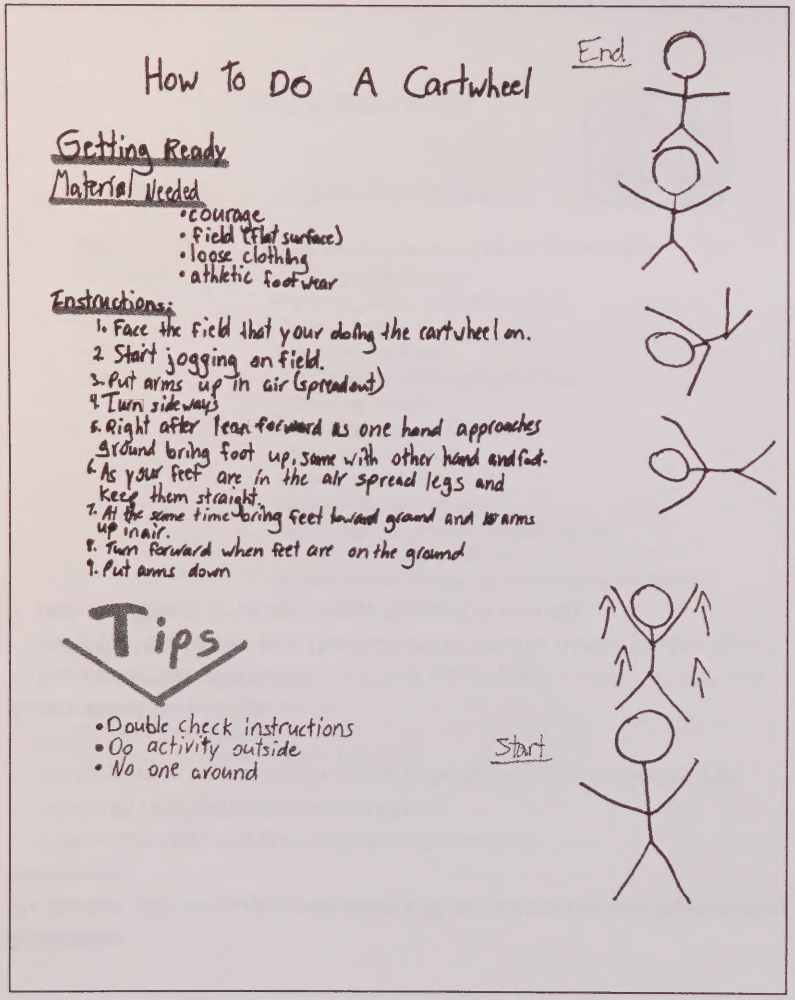
Application

The student uses language conventions with limited accuracy, as illustrated by the following:

- Unclear pronoun reference often makes the text confusing (e.g., "it" at the end of the preparation section, "them" in the first tip, "one" in the second tip).
- Capitals and end punctuation are usually consistent.

Comments/Next Steps

- The student needs to select a more appropriate symbol to introduce points (why is a telephone used?).
- The information should be distributed over all three parts of the guide.
- Careful proofreading, by the student and a peer, is needed to increase the effectiveness of the guide.


How To Do A Cartwheel
Getting Ready
Material Needed
•courage
• Field (flat surface)
•loose clothing
•athletic footwear
Instructions:
1. Face the field that your doing the cartwheel on.
2. Start jogging on field.
3. Put arms up in air (spread out)
4. Turn sideways
5. Right after lean forward as one hand approaches ground bring foot up, same with other hand and foot.
6. As your feet are in the air spread legs and keep them straight.
7. At the same time bring feet toward ground and keep arms up in air.
8. Turn forward when feet are on the ground
9. Put arms down
Tips
•Double check instructions
•Do activity outside
• No one around
End
Start

Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to some degree, as illustrated by the following:

- Format tools are varied (e.g., underlining, bullets, numbers, colour, and graphics) and support the text.
- Graphics are used, although they do not effectively illustrate how to do a cartwheel (e.g., the sequencing is inconsistent; the diagrams and the text do not match).

Thinking/Inquiry

The student selects and organizes information with some effectiveness, as illustrated by the following:

- The three required parts are present, separate, and labelled.
- Some relevant information is given in the instructions, although some key points essential to executing the cartwheel are incorrect (e.g., in instruction 5, "lean forward" should be "lean sideways").
- The tips are poorly selected (e.g., "Double check instructions" is repetitive).

Communication

The student presents instructions with some clarity, with the following exceptions:

- Instructional style is used; however, the explanation in steps 5 and 6 is unclear.
- The tips are vague.

Application

The student uses language conventions with some accuracy, with the following exceptions:

- Punctuation (e.g., end punctuation) is inconsistent.
- "The" and "your" are used inconsistently.
- Sentence errors occasionally obscure the meaning (e.g., instruction 5).

Comments/Next Steps

- The student needs to consider the best way to place graphics so that they make the text clearer (e.g., the illustrations need to start at the top rather than the bottom, or be specifically matched to the text).

How to Roller Blade

Getting ready	*Step by Step Instructions*
Skates	- First you have to have a pair of Roller Blades
Arm pads	-Have a pair of socks on
Knee pads	-Put knee, elbow, and wrist pads on
Elbow pads	-Put on a helmet
wrist pads	-Put on Roller Blades
Helmet	-Tie the Roller Blades nice and tight
	- Stand up straight
	-Pretend you are on ice skates
	-Move arms and legs
	-Smooth road or side walk
	-Watch what your doing
	-Move right leg forward and left leg back
	-Make sure no one is behind or in front of you
	-To stop you move your leg down so that the breaks Make you slow down

Tips

Watch where you're going
try not to Roller Blade on rocks
because you might trip
try not to go fast if you're a beginner

Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to some degree, as illustrated by the following:

- Italics and underlining are used consistently.
- Graphics are used, although they do not support the text or enhance meaning.

Thinking/Inquiry

The student selects and organizes information with some effectiveness, as illustrated by the following:

- The required three parts are present, separate, and labelled, although the physical arrangement of parts on the page makes the order of sections unclear.
- Some unnecessary details are included (e.g., "First you have to have a pair of Roller Blades").
- Step-by-step instructions are generally clear, although some steps are out of order (e.g., you might put on the helmet after the roller blades).

Communication

The student presents instructions with some clarity, as illustrated by the following:

- The student generally uses the instructional style effectively.
- Instructions are simple and concise, although in some cases more specific instructions are needed (e.g., "Move arms and legs").

Application

The student uses language conventions with some accuracy, with the following exceptions:

- Capitalization is inconsistent, end punctuation is missing, and some words are missing (e.g., a verb is needed in the point "Smooth road or side walk").
- Spelling is generally accurate, with some exceptions (e.g., "your" for "you're").

Comments/Next Steps

- The student needs to consider whether the layout makes the text clear.
- The student needs to select graphics that support the text.
- The student should proofread carefully, especially for correct spelling, capitalization, and end punctuation.
- The student should ask a friend to proofread to make sure the meaning is clear.

How to Wash the Dishes

A. Things needed:

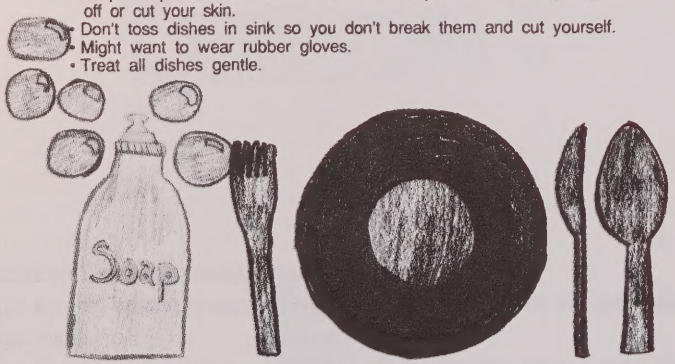
- Dirty dishes
- Sink
- Water
- Dish soap
- Cloth
- Dish rack

B. Instructions:

1. Collect the dishes.
2. Fill one sink with water and soap.
3. Fill the second sink with water only. (warm)
4. Put dishes in sink, (no sharp knives)
5. Wash dishes by rubbing cloth on the dishes.
6. Rinse the dishes.
7. Put clean dishes in dish rack to dry.
8. Wash pots, pans, and sharp knives after all dishes are done. (wash carefully)
9. When dry put dishes away.

C. Tips:

- Keep sharp knives out until last. This is so you don't cut any fingers off or cut your skin.
- Don't toss dishes in sink so you don't break them and cut yourself.
- Might want to wear rubber gloves.
- Treat all dishes gentle.



Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to a considerable degree, as illustrated by the following:

- Format tools are used purposefully (e.g., bolding of subheadings; different font sizes for different heading levels; lettering; balance between white space, text, and pictures).
- Graphics are used; however, they decorate rather than make meaning clearer.
- Colour is used well.

Thinking/Inquiry

The student selects and organizes information with considerable effectiveness, as illustrated by the following:

- The three required parts are separated and clearly labelled.
- The details selected are effective; however, one relevant detail is missing (e.g., it is not clear that the dishes should be rinsed in the second sink).
- The instructions are stated concisely and clearly.
- The tips are appropriate and distinct from the instructions.

Communication

The student presents instructions with considerable clarity, as illustrated by the following:

- Instructional style is used accurately and consistently.
- The vocabulary used is generally appropriate.

Application

The student uses language conventions with considerable accuracy. There are some minor errors, but they do not interfere with meaning (e.g., "gentle" should be "gently"; "might want to wear rubber gloves" is a sentence fragment).

Comments/Next Steps

- The student needs to make sure that graphics support the text and are not just decorative.
- The student should consider adding more detail (e.g., scrape the dishes, separate glasses from plates, measure the soap).

A

How To Plant A Flower Garden!

B

How to Plant a Flower Garden

Getting Ready:

You will need:

flowers	shovel	sunny or shady place
miniver	garden gloves (optional)	water can
dirt	water	plant food

Instructions:

1) Pick out flowers from a store any color.

2) Collect all materials to where you want to plant flowers

3) Take shovel and dig a pretty deep hole

4) Put some miniver into the hole

5) Take flower out of pot and be careful with roots.

6) Put in hole and cover it like a hill.

7) Mix in Plant food with water in watering can

C

8) Pour water on and around flower.

9) Repeat steps 3-8 for rest of flowers.

10) Pull weeds if any and when they grow.

Tips

- Make sure to buy flowers depending if it needs to be in sun or shade.
- Water flowers every day when it doesn't rain.
- Think about flowers that come back every year.
- keep weeds away by buying weed killers/spray.
- You can also grow the flowers by seed.
- You may want to wear garden gloves while planting flowers.
- A good thing to keep weeds away is to buy wood chips and spread out around flower garden

Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to a considerable degree. Format tools are used purposefully to clarify the text (e.g., title page, bullets, centring, diagrams, columns, colour, numbering).

Thinking/Inquiry

The student selects and organizes information with considerable effectiveness, as illustrated by the following:

- The three required parts are included and labelled.
- Step-by-step instructions are provided and illustrated.
- Relevant details are given.
- Informative tips are provided and are clearly differentiated from the instructions.

Communication

The student presents instructions with considerable clarity, as illustrated by the following:

- Instructional style is used accurately and generally consistently. Where it varies (e.g., in the "Tips" section), it is effective (e.g., the points are presented as declarative sentences: "You can ...").
- The vocabulary is specific and demonstrates considerable knowledge of the subject (e.g., "wood chips").

Application

The student uses language conventions with considerable accuracy. Although there are minor errors in spelling and sentence structure, they do not interfere with the meaning (e.g., "minuer" and "shaddy"; lack of agreement in the first tip – "flowers depending if it needs").

Comments/Next Steps

- The student needs to proofread more carefully to make sure that no words are missing.
- The student should have a peer proofread to check that the meaning is clear.

A

How to throw a curve ball

Getting Ready

To learn how to throw a curve ball in baseball you need a baseball and an arm.

You have to have patience to do this pitch because it takes lots of practise. And you have to have a positive attitude.

Step By Step Instructions

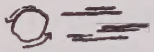
Step1: You have to put your peter pointer and middle finger on the top seam of the ball either on the left or the right.

Hint: Don't put your fingers on top of the seam put them beside it, on the inside of the seam.

Step2: Now when you throw don't throw it like you usually would throw a ball. You have to make sure your arm is on a 90 angle.

Hint: When you throw it pretend your shaking someone's hand or you're doing a judo chop.

Step3: When you release the ball you need a 12-6 spin on the ball which is like a clock if you pretend. So the ball is spinning like this.



Tips or advice

- I would suggest that you keep on practicing this pitch.

B

- And keep on trying to get the 12-6 spin.
- Remember to do it like you are doing a judo chop or shaking someone's hand.
- Remember to stretch your arm so you don't pull a muscel.

Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to a high degree, as illustrated by the following:

- Effective use is made of different fonts, underlining, bold face, bullets, and white space.
- The diagrams go beyond the verbal instructions to enhance the text (e.g., in step 2, the diagram illustrates the positioning of the arm at a 90° angle).

Thinking/Inquiry

The student selects and organizes information with a high degree of effectiveness, as illustrated by the following:

- The three parts are clearly separated and labelled.
- Only the most important instructional points are selected.
- Hints are added right after an instructional point.
- The sequence of stages is logical.

Communication

The student presents instructions with a high degree of clarity, as illustrated by the following:

- The instructional voice is clear, consistent, and effective throughout.
- The vocabulary is colloquial and engaging without being slangy (e.g., "peter pointer", the nursery rhyme name for the index finger; "doing a judo chop").
- Similes are used effectively to clarify meaning (e.g., "you need a 12-6 spin on the ball which is like a clock").

Application

The student uses language conventions with a high degree of accuracy. There are a few errors, which do not interfere with the meaning (e.g., inconsistent use of upper case in titles and headings, occasional misspellings such as "muscel").

Comments/Next Steps

- The student needs to be careful that the language does not become too colloquial (e.g., "as", not "like", should be used to introduce a comparison clause).
- The student needs to proofread more carefully to avoid misspellings, stylistic inconsistencies, and missing words (e.g., in the first "hint").
- The student should be commended for focusing on one particular skill so effectively.

A

How to Build a Fire

Getting Ready

- Split Dry wood
- Birch Bark
- Paper
- Kindling
- Matches/Lighter
- Axe/Chainsaw
- Several large rocks

Step by Step Instructions

1) Form a circle with the rocks.

2) Gather kindling and dry twigs then place in the center of rocks.

3) Light the birch bark or paper with a match or lighter.

4) Then place in the pile.

5) Add Kindling to fire.

6) Add one or two dry logs as coals begin to form.

7) Add more wood as needed.

8) When fire is out pour water on the ashes.

9) Stir ashes with a stick to make sure they are out.

10) Cover ashes with dirt or sand.

B

Tips and Hints

- Choose a flat area where the wind is blocked out.
- Clear away flammable brush or dry grass.
- Use birch for long lasting fires.
- Adjust your rock circle to fit your fire.
- Have water valuable at all times.
- Never leave a fire unattended.

Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to a high degree. Format tools are varied and used effectively to enhance the text (e.g., bolding, underlining, numbering, colour, boxed diagrams for each instruction).

Thinking/Inquiry

The student selects and organizes information with a high degree of effectiveness, as illustrated by the following:

- The three parts are clearly separated and labelled.
- Diagrams are thoughtfully used to add clarifying detail (e.g., in instruction 3, the diagram shows the paper being lit, for safety, on the corner of the birch bark away from the person starting the fire).
- Bullets are used to list materials, and numbering is used where the sequence of steps is important.

Communication

The student presents instructions with a high degree of clarity, as illustrated by the following:

- The instructional voice is clear, consistent, and effective throughout.
- The language is both precise (e.g., "Kindling", "unattended") and suited to the audience (e.g., readily understandable by the student's peers).

Application

The student uses language conventions with a high degree of accuracy, with the following exceptions:

- There are occasional minor errors (e.g., the capitalization of "Kindling" and the use of "valuable" where "available" is meant).

Comments/Next Steps

- The student could improve the use of white space by shifting the illustrations to the right and writing each instruction on a single line.
- The student should proofread carefully and ask someone else to proofread, to eliminate *all* errors.

Teacher Package

English Exemplar Task
Grade 9 English – Applied

Teacher Package

Title: A "How-to" Guide

Time requirement: 5 to 6 periods of 75 minutes each

Description of the Task*
Students and adults often use "how-to" guides to help them prepare for various activities. For example, "how-to" guides are written to help people prepare to take a driver's licence test, to learn how to play a game or sport, or to learn how to access the Internet. Students are asked to write a "how-to" guide for their classmates about an activity the writer already knows how to do.

Final Product
The final product is a "how-to" guide of one to three pages in length.

Assessment and Evaluation
You may wish to assess writing process activities for formative purposes based on observation of the student's:

- commitment to the task;
- ability/willingness to work carefully and helpfully with writing partners;
- completion of the progress sheet (Appendix 11) each day;
- completion of the sheet "Learning About the Use of Format Tools" (Exercise 3; see Appendix 5);
- completion of the "Checklist for Feedback and Improvement" (Exercise 5; see Appendix 9).

* The task has been adapted from Unit 5: "Finding Our Voices", in the course profile for English, Grade 9, Applied (Public).

Expectations Addressed in the Exemplar Task

The exemplar task is based on the following key expectations from the Writing strand:

Students will:

1. demonstrate an understanding of literary and informational forms of writing;
2. sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
3. present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison;
4. edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed on page 22 of the curriculum policy document.

Teacher Instructions

- This task should be completed using the student's personal experience.
- This is not a research task.
- **You are expected to be helpful and supportive throughout the process, but you should NOT edit student work.**
- You should encourage peer conferencing and editing.

Prior Knowledge and Skills Required
Students should have experience in:

- using the writing process;
- revising and editing their work independently and using feedback from others;
- editing and proofreading to produce final drafts using correct grammar, spelling, and punctuation;
- using informational forms suited to specific purposes and audiences, with an emphasis on clear communication;
- using a variety of organizational techniques to present ideas and information logically and coherently in written work.

Accommodations
Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources Required
- Students are expected to write about an activity they already know how to do.
- No additional materials are required besides the resources provided in the teacher package. These include:
  - the "Selected Terms and Principles of Design" (Appendix 1; see notes);
  - the "List of Possible 'How-to' Guides From Outside the Classroom" (Appendix 2).

Note:
- No materials need to be prepared before you administer the task.
- You will find it useful to look over the background notes entitled "Selected Terms and Principles of Design" before the classes in which students are choosing format tools for their guide.

Rubric
Introduce the task-specific rubric* to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Students should refer to the rubric at different times to check that they are doing the work required to achieve a high level of performance.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

Summary
1. Introduce the task. Students complete Exercise 1: "Brainstorming for a Topic" (Appendix 3) (1 hour).
2. Students complete Exercise 2: "Making Notes for a 'How-to' Guide" (Appendix 4) (1 hour).
3. Students complete Exercises 3, 4, and 5 on format tools, first draft, and conferencing (Appendices 5–9) (2 hours).
4. Students complete Exercise 6: "Using the Rubric" and Exercise 7: "Revising Your First Draft After the Peer Conference" (Appendix 10) (1 hour).
5. Students complete Exercise 8: "Producing a Final Copy of Your Guide" (Appendix 10) (1 hour).

Note: The times are all approximate indicators. Give extra time as needed.

Introducing the Task (Introduction and Exercise 1 may take 1 hour)
- The introduction can be done the period before or a few minutes before beginning Exercise 1.
- Explain that it will take 5 to 6 periods to complete the task. Emphasize the need for students to listen to instructions and work hard each day so that they do not have to rush in the end.
- The task is to write a "how-to" guide about some activity the student knows how to do. The following description may be used to introduce the task to students.

> **The Task**
>
> Write a three-part "how-to" guide for an activity you know how to do. The guide must include the following parts:
>
> 1. **Getting Ready** (Explain how to get ready to do the activity.)
> 2. **Step-by-step Instructions** (Explain the order of steps needed to do the activity.)
> 3. **Tips** (Offer tips to help others enjoy the activity.)
>
> You are writing for your classmates. Use format tools to help to make your explanation interesting and clear to them. You may do all your work by hand or all your work by computer. Or, you may wish to use a combination of both.

- Students pick their own topic, but teachers must approve the topic.
- If you have a sample how-to guide, show it to students. There are two simple ones in the student package (Appendices 6 and 7).
- Review the task.

The rubric is reproduced on page 50 of this document.

- Get students to turn to the very last page of the student package, the progress sheet, and read the rationale for using the sheet. The progress sheet (Appendix 11) should help disorganized students and procrastinators to get started and keep moving through the task.

Preparing for Exercise 1: Brainstorming for a Topic

- Keep in mind the following criteria when guiding students during Exercise 1.

Topics: Too Narrow	Topics: Appropriate	Topics: Too Broad
• Activities with fewer than ten steps	• Activities with ten to fifteen steps	• Activities with more than fifteen steps
• Simple recipes found on the side of boxes or appliances (e.g., how to make bread in a breadmaker) have a built-in limit – achieving level 3 with such topics is possible, but achieving level 4 is difficult.	• How to do a slap shot, build a snowman, brush your teeth, wash clothes, get over your boyfriend, reason with someone (e.g., a referee, a parent, a teacher)	• How to write a short story, baby sit, fish, play a sport, play computer games, build a treehouse, build a bookshelf
• Simple construction ideas from craft books tend not to be developed well in the "Getting Ready" and "Tips" part of the guide.	• It is fairly easy to engage audience interest with these kinds of topics.	• All good writing requires the student to narrow the topic to capture and maintain interest.

- Before you begin Exercise 1, model for your students (by thinking out loud) some activities you might write about, explaining why, for one reason or another, you might not use certain activities for a guide. Explain how purpose and audience might affect your final choice of topic. Emphasize that students must get final approval on the topic from the teacher.
- Students may use the exercise sheet provided in the student package or their notebooks to do Exercise 1.

Exercise 2: Making Notes for a "How-to" Guide (1 hour)

- All other work is based on these notes.
- The exercise can be done in a period, but students may take more time if needed.
- Students may use the exercise sheet provided in the student package or their notebooks to do Exercise 2.
- Students may try out their instructions with family or friends. However, no part of the exemplar task should be done at home.

Exercise 3: Learning About the Use of Format Tools (Exercises 3, 4, and 5 need 2 hours)

- Allow students as long as 30 minutes to do Exercise 3, if necessary.
- Three sheets in the student package are used for this exercise:
  1. Exercise 3: Learning About the Use of Format Tools (Appendix 5)
  2. Guide 1: How to Complete a Guide (Appendix 6)
  3. Guide 2: How to Make a Terrarium (Appendix 7)
- Remind students that the guides are merely samples to help them recognize format tools. It is up to students to think of ways to make their guide stand out. They should not simply imitate the guides provided.

Exercise 4: Formatting the First Draft of Your "How-to" Guide

- Review the background notes, "Selected Terms and Principles of Design", before beginning. A formal lesson on design is not suggested for the students. Introduce the principles on an "as needed" basis.
- Emphasize the need for the "how-to" guide to be visually clear.
- Allow time for students to experiment with format tools (by hand or computer) and to consult with classmates on:
  - the most effective format tools for their guide;
  - the clarity of the instructions on the page;
  - audience interest in the topic (What would make the guide more interesting?);
  - spelling, grammar, punctuation, and vocabulary.

Exercise 5: Conferencing With a Classmate for Feedback

- The work can be done in a period; however, allow more time for conferencing and improving the guide if necessary.
- You may see the need to change a partnership that is not working successfully.
- Remind students that a conference is supposed to be positive and helpful.
- Encourage discussion, but be ready to intervene if necessary.
- Remind students that the writer, not the writing partner, makes the final decision.

Exercise 6: Using the Rubric (Exercises 6 and 7 may take 1 hour.)

- The rubric is intended to be simple and clear, set up so that the eye picks up the differences among the levels.
- Students should realize that, when scoring, the scorers use the sheet with the format tools listed on the back. The scorers will know what tools students were made aware of.
- Encourage students to think of ways they could do even better than level 3, the provincial standard.

- Encourage students to recognize that the *quality* of work is as important as the quantity in a successful "how-to" guide. For example:
  - Levels 3 and 4 reward careful selection of important information, particularly in the "Getting Ready" and "Tips" parts of the guide.
  - Levels 3 and 4 also reward effective use of format tools, clear and logical instructions, and careful proofreading.

Exercise 7: Revising Your First Draft After the Peer Conference

- Emphasize that all guides will be different.
- Two activities should be going on: (1) responding to the peer conference, and (2) keeping an eye on what is expected in the rubric.
- Students' best work should be emerging here. Peer proofreading is important. This is the last check before writing out the final copy of the guide.

Exercise 8: Producing a Final Copy of Your Guide (1 hour)

- Students will need *one hour* to write out or key in their final work and format and double-check the final copy.

Appendix 1. Selected Terms and Principles of Design

These notes, adapted from Robert Dawe, Barry Duncan, and Wendy Mathieu, *Resource Lines 9/10* (Toronto: Prentice Hall, 1999), pp. 237–38, provide some information that may come in handy when teachers see students struggling with format tools. To help students avoid underusing or overusing format tools, point out some of the terms or principles of design as needed.

Balance	The way shapes are arranged. When shapes are balanced, they create a feeling of order or harmony. When shapes are not balanced, they create tension.
Colour	Colour is made up of hue (or tint), intensity, and value. *Hue* or *tint* refers to the name of the colour, such as red or blue. *Intensity* is the purity and strength of a colour, such as dull red or bright blue. *Value* means the lightness or darkness of a colour. Colour is used by artists to represent the way things really look and also to create feelings. The effect of colour on the viewer may be stronger than any other element.
Emphasis	Drawing attention to something by use of colour, size, or placement.
Space	The distance or area between, around, above, below, or within things. Space can isolate an object or make it stand out. It can also create tension between objects.
Keep it simple.	This way, your audience is sure to get the message. Limit the number of elements you use and create a visual connection among them.
Make it consistent.	Your work must have unity, with all elements in harmony. Repeating design elements through a piece will create consistency, but don't overdo it.
Add contrast.	Contrast catches the viewer's eye and draws it to what is important. Use contrast sparingly to emphasize only the most important elements.

Appendix 2. List of Possible "How-to" Guides From Outside the Classroom

1. How to prepare for the driver's licence examination
2. How to do cardiopulmonary resuscitation (CPR)
3. How to swim particular strokes
4. How to enjoy indoor rock climbing
5. How to study effectively
6. How to study for examinations
7. How to conduct Students' Council activities (e.g., how to run an election or run a dance)
8. How to get the most out of Parent–Teacher Night

A variety of other guides to activities we take for granted would illustrate the points about format, organization, and clarity. You may wish to bring in examples of guides that are written for everyday life experiences to show students how far they could take the "how-to" guide in terms of format.

Appendix 3. Exercise 1: Brainstorming for a Topic (approximately 1 hour)

1. Make a list of activities that you know how to do.

BRAINSTORMING LIST

2. After you have made your list:
   - Share ONE of the activities that you like best with a partner and tell him or her why you enjoy it.
   - Share stories and experiences around doing the activity.
   - Could you write a "how-to" guide about this topic?
   - If not, select another topic from your list.

Finding a good topic is important.

Before you make a final choice of topic, talk with your teacher about your idea for a topic.

Appendix 4. Exercise 2: Making Notes for a "How-to" Guide
(approximately 1 hour)

Make notes on the three parts of the guide.

How to _____		
Getting Ready	Step-by-step Instructions	Tips
List all materials, equipment, decisions, and attitudes you need to get ready to do this activity.	List all the steps needed to do the activity. Arrange the most important steps in proper order.	What tips or advice would you give others?

Now, make a final decision about your topic. If you are not sure that this is the right topic for you, then try Exercises 1 and 2 again.

If this activity is the one you want to write about, get your teacher's final approval.

Topic: How to _____ Teacher Approved: _____

Appendix 5. Exercise 3: Learning About the Use of Format Tools
(Exercises 3, 4, 5 — 2 hours)

In the chart below, look at the list of format tools you may use to write your "how-to" guide. Browse through the two sample guides, Guide 1—"How to Complete a Guide" and Guide 2—"How to Make a Terrarium". Check off the format tools used in each guide.

Format Tools	Guide 1	Guide 2	Format Tools	Guide 1	Guide2
Use of white space			Numbering		
Indenting			Bullets		
Colour			Underlining		
Drawings or illustrations			Lettering		
Magazine or newspaper pictures			Capitals and lower-case letters		
Graphics			Punctuation		
Boxes			Bold print		
Headings			Italics		
Subheadings			Font type		
Shading			Font size		

Read this advice about the use of format tools.

- Guides are written in ways to highlight information. The clearest way to emphasize information or make information clear is by using format tools like the ones listed in the chart above.
- Use as many format tools as you think are right for getting your information across.
- All of the format tools listed above (except for *italics*) can be produced by hand.
- You may do all your work by hand or do all your work by computer. Or, you may wish to use a combination of the two methods.
- Do whatever is comfortable for you in order to communicate clearly and effectively to your classmates.

Appendix 6. Guide 1: How to Complete a Guide

I. Preparation

A. With your teacher,
- listen carefully to instructions and explanations
- read the task, the rubric, and this page

B. In class,
- brainstorm possible topics
- brainstorm all the materials needed to get ready for the activity
- list, then arrange the step-by-step instructions
- write freely on tips to help others be able to do the activity

C. At home,
- check your facts about the activity
- practise the activity to refresh your mind about exact steps

II. Writing Steps

A. Formatting the guide
1. Give your guide a title.
2. Look at all the information you have for each part of the guide.
3. Set up your guide in three parts:
   - This is your rough draft, so do not worry about spelling now.
   - Experiment with the format tools.
   - Consult with a classmate, tell him or her the purpose of the guide, and consider any suggestions for format improvement.

B. Improving the guide

If you are satisfied with the look of your guide,

1. Check the step-by-step instructions by having someone else explain the instructions back to you. Listen carefully enough to catch missing steps or to note questions asked.
2. Check out your classmates' interest in the activity.
3. With a classmate, check and correct spelling, grammar, punctuation, and vocabulary.

C. Preparing the final copy
1. Based on the feedback from others, make changes to your guide.
2. Write out or type the final copy of your guide.

III. Tips

A. Keep it simple.

B. Do not use too many or too few format tools.

C. Make the guide look good.

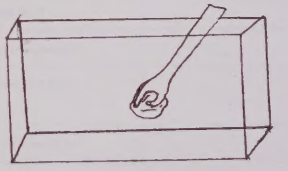
Appendix 7. Guide 2: How to Make a Terrarium

Getting Ready

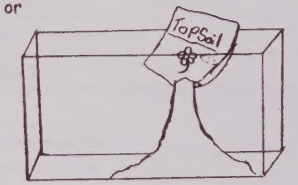
You will need:
1. A fish tank (25 gallon is preferred)
2. Top soil
3. Non-toxic plants (e.g., spider plant)
4. Shallow dish
5. One (1) large stick
6. A small heat lamp
7. One (1) flat rock
8. Animal (optional) (frog, tree toad, spider, etc.)

Instructions

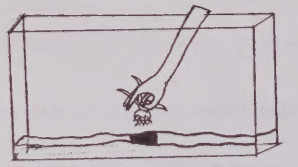
1. Wash out fish tank.



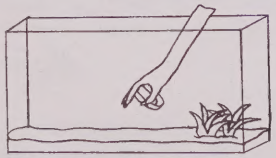
2. Place top soil into fish tank. You can make it as even or uneven as you like.



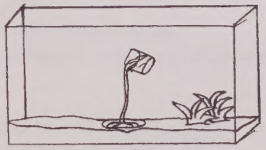
3. Plant the non-toxic plants in the soil.



4. Place the shallow dish in the soil.



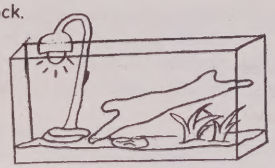
5. Fill the dish with water.



6. Place the flat rock in away from the plants and water.

7. Put in the large stick.

8. Place the heat lamp over the rock.



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Tips

- You might want to put a rock or small stick into the shallow dish so the animal doesn't drown.
- Don't put all the plants into one area, or the animal will hide in among them and it will not come out.
- You might want to do this outside so you don't make a mess.

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Appendix 8. Exercise 4: Formatting the First Draft of Your "How-to" Guide

A. Give your guide a title: How to_____ (for example, How to Snowboard)

B. Look at all the information you have in each part and begin to set up your guide on paper.

By formatting your notes, you are getting a picture of what your guide is going to look like on paper. Seeing your formatted notes will help you choose only the most important information for your guide. It will also make it easier for you to make changes to improve your guide.

Appendix 9. Exercise 5: Conferencing With a Classmate for Feedback

A. Exchange your guide and the checklist (below) with a classmate who does not know your activity very well. In this way, you will see if the reader needs additional information that is obvious to you, but not to him or her.

B. Complete the following checklist for your writing partner as carefully as you can.

CHECKLIST FOR FEEDBACK AND IMPROVEMENT	
Title of Your Guide: _____	
WHAT TO LOOK FOR	SUGGESTED CHANGE, IF NEEDED
__ Is the title clear? Does title stand out?	
__ Are there three distinct parts to the guide?	
__ Are you convinced the writer knows the facts about how to do the activity?	
__ Is the writer enthusiastic about the activity?	
__ Based on the instructions, could you do the activity?	
__ Do the steps seem to be in the right order?	
__ What would make the guide more interesting to you?	
__ Do you understand the tips offered?	
__ Are the tips helpful?	
__ Do the tips convince you this writer knows a lot of information or has deep understanding of the activity?	
__ Are there format tools you think would improve the look of this guide?	

Appendix 10. Exercises 6, 7, 8

Exercise 6: Using the Rubric

In the workplace, writers may be satisfied with their work, but they always check with their employers to see if the work meets the standard set by the workplace. In the classroom, use the rubric to see if your writing meets the criteria.

A. Carefully read the rubric to see what is expected in successful "how-to" guides. Aim high!

B. Listen as your teacher explains how the rubric will be used to assess your writing.

C. Make adjustments to your work to produce a guide of high standard.

Exercise 7: Revising Your First Draft After the Peer Conference

A. Read and discuss the changes suggested by your partner on your checklist.

B. Think hard about what your writing partner has said.

C. If you think the changes make sense and improve the guide, make the changes!

D. Keep the rubric in mind as you make your changes.

E. Read your guide out loud. Do not disturb others, but read loudly enough so that you hear. If it sounds right, it probably is right. Listen to your own words to see if they make sense. If it sounds as if a sentence is wrong, have someone check it out.

F. If you have time, ask one classmate to check your guide for errors in spelling, grammar, and punctuation.

Exercise 8: Producing a Final Copy of Your Guide

Do your best work! Produce your final copy and submit it to your teacher.

Congratulations on completing the task!

Appendix 11. Progress Sheet

Reasons for using this sheet:

- To get started quickly and keep organized
- To make the purpose of the guide more clear
- To make the audience more interested
- To include everything a person needs to get ready to do the activity
- To perfect the right order and clarity of the step-by-step instructions
- To perfect the tips so that others will enjoy the activity
- To perfect the spelling, grammar, punctuation, vocabulary
- To improve the format of the whole guide

Check off the steps you actually took to complete this task.

1. Made a list of activities I enjoy doing ___
2. Shared with a classmate what I like best about one activity and why I enjoy it ___
3. Shared with a classmate some stories and experiences connected with the activity ___
4. Made notes on everything a person needs to get ready to do the activity ___
5. Made notes on the right order and the step-by-step instructions for the activity ___
6. Made free-writing notes on tips so that others would enjoy the activity ___
7. Decided on the best activity to write about ___
8. Completed the exercise on format tools ___
9. Experimented with format tools ___
10. Completed the Checklist for Feedback and Improvement for a classmate ___
11. Listened to a classmate's suggestions for improving the guide ___
12. Made some changes to improve the guide ___
13. Examined the rubric and decided on a level of performance to achieve ___
14. Wrote out a rough draft of my guide double spaced ___
15. Proofread and had a classmate proofread the rough draft ___
16. Produced and handed in the final copy of the Exemplar Task ___

Student's Name _____

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